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ABSTRACT

The proceedings of an institute on PAM--Project Aquatics Mainstreaming, designed to develop a continuum of services in aquatics for handicapped persons--is presented. Addresses touch on the following topics: the project's history, analysis of mainstreaming, mainstreaming issues (including legal and legislative ones); program and individual assessment; mainstreaming facilities; family involvement; mainstreaming a competitive program; financing the aquatics program; attitudes and values; and personnel preparation for the mainstreamed program. (CL)

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PROJECT AQUATICS MAINSTREAMING
(PROJECT PAM)

PROCEEDINGS OF THE NATIONAL INSTITUTE

Held
January 22-24, 1979
at the
Sheraton Park Hotel
Washington, D. C.

The opinions expressed herein do not necessarily reflect the position or policy of the Office of Education or those of the agencies represented, and no official endorsement by either is inferred.

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PROJECT AQUATICS MAINSTREAMING
(Project PAM)

A Special Project of the National Board of YMCA's
Urban Action and Program Division,
funded by the Bureau of Education for the Handicapped,
United States Office of Education, Health, Education and Welfare
to develop a continuum of service models for
mainstreaming special populations through aquatic programs,
in cooperation with other agencies.

Project PAM-FY 1979 Special Project No. 451BH80016

EC 122021

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AGENDA

Monday, January 22, 1979 - Delaware Suite - Sheraton-Park Hotel

10:00 - 1:00 REGISTRATION

Pick up packet of materials
and name tag

10:00 - 1:00 THE MAINSTREAM FAIR

Display Area Open

During the registration period you are invited to look, listen and browse. All participants and staff have been invited to bring and share with the Institute the latest in new material, films, slide presentations, promotional displays, etc. This is an informal time for everyone to share.

Staff - Daryl D. Jenkins, Michael Johnson,
Daniel S. Meehan, Alexander Melleby

10:30 - 12:00 - AUDIO VISUAL MAINSTREAM PRESENTATIONS

10:30 - Lionel McIlwain, Aquatics Coordinator, University of Toledo
10:50 - Charles Freeman - Program Leader, Health Education, National 4-H Center
11:10 - William W. Cowan, III - Supervisor of Aquatics, El Paso Parks & Recreation

1:00 - 2:00 - LUNCH - On your own

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Monday, January 22, 1979 - Delaware Suite - Sheraton-Park Hotel

2:00 - 2:45 P. M. (B) Mainstreaming in Aquatics

Presiding - Robert R. Dye, Executive, Urban Action Program Division, National Board of YMCA's

Welcome - from presider

The PAM Story
Daryl D. Jenkins, Program Consultant in Human Resources; Consultant Project PAM
Grace D. Reynolds, Project Director, Project PAM

What is Mainstreaming - Does it Reflect Special Needs or Accommodations?

Julian U. Stein, Consultant, IRUC Project and AAHPER

2:24 - 4:00 P. M. (C) Mainstreaming Issues from the Field

Presiding - Robert R. Dye

All institutes prepare programs based on the best collective opinion as to the most current and relevant issues to potential participants. PAM wishes to fine tune its final agenda by allowing an opportunity for participants to share their ideas, questions and concerns regarding aquatic mainstreaming. You will have the opportunity to present your expectations, needs and desires to the Institute staff, as well as to other participants in order that we may all be more aware and sensitive to you.

Monday, January 22, 1979 - Virginia Suite, Sheraton-Park Hotel

5:30 - 6:30 - No host social hour

6:30 - 8:00 - Dinner:

Master of Ceremonies
Lloyd C. Arnold, Executive for Health & Physical Education, National Board of YMCA's

Invocation -
Thomas B. Hargrave, Jr., General Executive of Washington D.C. Methropolitan Board YMCA

Special Welcome to Washington, D.C.

Greetings from the Project Officer
William A. Hillman, Jr.

Awards of appreciation to cooperating agencies:

- American Alliance for Health, Physical Education & Recreation
- American Red Cross
- Joseph P. Kennedy, Jr. Foundation
- Special Olympics
- Council for National Cooperation in Aquatics
- President's Council on Physical Fitness & Sports
- President's Committee on Employment for the Handicapped
- National Therapeutic Recreation Society of National Recreation & Park Association
- National Board of YMCA's
- National Consortium on Physical Education & Recreation for the Handicapped
- YMCA of Southwest Washington

Response by an honored guest

Keynote speaker -
Harold H. Wilke - Director, Healing Community; Professor at Union Theological Seminary in New York; President, Goodwill Industries, Inc.; chairman, International Commission on Social Aspects of Disability; long time board and committee member of Easter Seal Society

Performance by the Gallaudet Dancers
Arrangements by Peter Wisher

Tuesday, January 23, 1979

8:00 - 12:00 Concurrent Sessions

(E) The Mainstreamed Instructional Program - National Capital YMCA
1711 Rhode Island, N.W. - Bus leaves hotel at 7:30 A.M.

Presider - Robert J. Orozco, National Aquatic Director,
National Board of YMCA's

This demonstration session and classroom will give you the opportunity to participate in the water with staff to work on specific mainstreamed approaches and skills. You will have the opportunity to develop skills for mainstreamed swimming programs (beginning, intermediate, advanced and competitive), as well as other aquatic programs including canoeing, water skiing, diving, water games and synchronized swimming. Whether you participate in the water or on the deck, this is an involving experience.

Tuesday, January 23, 1979

8:00 - 12:00 Concurrent Sessions - Dover Room - Sheraton-Park Hotel

(F) Legal and Legislative Issues of Mainstreaming

Presiding - Charles Harles, General Counsel, Goodwill
Industries of America, Inc.

Legislative update! Legal guidelines! Human rights in your program! Whether your concerns are general or specific, this session will present an in-depth review of laws affecting your aquatic program and proposed mainstreamed efforts. This opportunity to address the laws, review the "legal traps" and separate questions on liability, need for insurance and other legal issues will be addressed.

Laurence Hewes, III, Attorney at Law
Robert Jenkins, Assistant General Counsel in Washington, D.C. Office of National Board of YMCA's
Thomas B. Watford, Jr., Risk and Insurance Manager, National Board of YMCA's

Tuesday, January 23, 1979

8:00 - 12:00 Concurrent Sessions - Wilmington Room - Sheraton-Park Hotel

(G) Attitudes and Values - A Practical Approach

Presiding - Michael Johnson, National YMCA Values Education Center

Attitude change? Conflicting values? In the final analysis working with attitudes and values is frequently one of the most difficult areas in the program development process. This session is a practical approach to working creatively with all attitudes and values affecting your program. You will have the opportunity to review basic issues regarding human/civil rights, as well as the morality of mainstreaming. This is your opportunity to lay some old myths and legends to rest and develop a strategy for success.

Gerry Bertier, Special Assistant, Handicapped Services, Rehab Group, Inc.
Frank Bowe, Executive Director, American Coalition of Citizens with Disabilities
Charles Freeman, Program Leader, Health Education National 4-H Center
Thomas B. Songster, Director, Sports & Recreation, Joseph P. Kennedy, Jr. Foundation

Tuesday, January 23, 1979

1:30 - 3:30 P.M. Concurrent Sessions - Wardman Room - Sheraton-Park Hotel

(H) Assessment of Programs and Individuals

Presiding - Robert R. Dye, Executive, Urban Action and Program Division, National Board of YMCA's

Accountability requirements have increased drastically for all of us. This session will help you to identify basic parameters of assessment, what to do with them and how to relate your program goals and objectives to the accountability process. Whether your assessment techniques are sophisticated or limited, this session will help you to bring together a unified needs assessment process addressing both the individuals and your programs in a meaningful and acceptable manner.

Andrew S. Adams, Staff Assistant, Policy Budget & Administration, Office of the Secretary, U.S. Dept. of Interior
Robert Janus, Coordinator, Motor Development & Aquatics Programs, Prince George County Schools, Maryland

1:30 - 3:30 P.M. Concurrent Sessions - Dover Room - Sheraton-Park Hotel

(I) Personnel Preparation for the Mainstreamed Program

Presiding - Lionel McIlwain, Aquatics Coordinator, University of Toledo

Personnel preparation programs and models are plentiful and readily available for all concerned professionals. This session will review basic designs and help you to evaluate your particular needs related to aquatic mainstream programs. Staff will review approaches to helping the student develop problem solving/trouble shooting skills, deal better with groups and individuals, as well as developing meaningful practicum experiences.

Daryl D. Jenkins, Program Consultant in Human Resources; Consultant to PAM Project
Jerry Kelley, Special Projects, Dept. of Recreation, University of Maryland
Andi Morris, Department of Human Kinetics & Leisure Studies, George Washington University
Joseph Winnick, State University College at Brockport, N.Y.

Tuesday, January 23, 1979

1:30 - 3:30 P.M. Concurrent Sessions - Wilmington Room - Sheraton-Park Hotel

(J) Facilities for Mainstreaming - New and Remodeling Requirements

Presiding - William Lavery, Director, National Building Consultation & Purchasing Services, Boy's Clubs of America

Facility requirements, particularly those mandated by recent legislation, involve potentially large sums of money and long term building plans. To remodel existing facilities or build new ones requires a basic understanding of design requirements of facility adaptation. This is your opportunity to review and assess for your program such issues as general and specific accessibility of your facility, special adaptations applicable to existing facilities and relating your program needs to facility requirements. If you have been wanting to develop additional skills for more effective participation in the facility development process, this is your opportunity.

Milton Costello - Consulting Engineer - Presenter
William W. Cowan, III, Supervisor of Aquatics, El Paso Parks & Recreation - comments
Jay Jorgensen, Landscape Architect, Fairfax County Park Authority - comments

1:20 - 3:30 P.M. Concurrent Sessions - Marshall Room - Sheraton-Park Hotel

(K) The Mainstreamed Older American

Presiding - Lloyd C. Arnold, Executive for Health & Physical Education, National Board of YMCA's

Whether your community continues to accept the older American sitting at home or at the local senior citizen's center, your aquatic program may be one of the best opportunities to help this group into a healthy, productive mainstream. You will learn specific techniques to help motivate the older American, as well as attracting and involving them in your mainstream program. Since many older Americans are non-swimmers, a special emphasis will be placed on helping the older Americans become involved in aquatic programs which do not require swimming skills. Services to the older American is a new and developing field and this is an excellent opportunity for you to develop a position of leadership in your community.

Matthew Guidry - Director, Community & Special Projects, President's Council on Physical Fitness & Sports
Marjorie Murphy - Assistant General Executive, Summit Area YMCA

Tuesday, January 23, 1979

1:30 - 3:30 P.M. Concurrent Sessions - Holmes Room - Sheraton-Park Hotel

(L) The Family Child Program

Presiding - Robert J. Orozco, National Aquatic Director,
National Board of YMCA's

Many professionals have experienced the tremendous reward and satisfaction in working with the handicapped child in aquatic and other programs. The new frontier for the family-child program is mainstreaming. This session will review adapting specific techniques, approaching the program development issue and dealing with organizational considerations in the development of effective mainstreamed family-child programs to supplement your current programs. This session provides an opportunity to review basic early childhood development concepts and their relationship to the concept of mainstreaming.

Michael Pickett - "Family Play to Grow" program, Joseph P. Kennedy, Jr. Foundation/Special Olympics
Kathleen Wilson, Program Director, Whittier Service Center, Greater Whittier YMCA

4:00 - 6:00 P.M. Concurrent Sessions - Wardman Room - Sheraton-Park Hotel

(H) Assessment of Programs and Individuals

Same program as 1:30 session

4:00 - 6:00 P.M. Concurrent Sessions - Dover Room - Sheraton-Park Hotel

(I) Personnel Preparation for the Mainstreamed Program

Same program as 1:30 session

4:00 - 6:00 P.M. Concurrent Sessions - Wilmington Room - Sheraton-Park Hotel

(J) Facilities for Mainstreaming - New and Remodeling Requirements

Same program as 1:30 session

Tuesday, January 23, 1979

4:00 - 6:00 P.M. Concurrent Sessions - Marshall Room - Sheraton-Park Hotel

(M) How to Mainstream a Competitive Program

Presiding - Robert J. Orozco, National Aquatic
Director, National Board of YMCA's

The competition mainstream in our society is a strong and significant one. You have individuals in your program who have the need and right to participate in it. This session will review specific selection criteria and some of the basic myths and facts which you must deal with in order to develop effective mainstreamed competitive programs. The opportunities in this area are unlimited and you will be discussing many of them. Specific assistance will be provided in reviewing techniques for individual development and implementation of a successful competitive program which is mainstreamed!

William W. Cowan, III, Supervisor of Aquatics, El Paso Parks & Recreation
Kathryn Sallade, Director of Sheppard Swim Center

4:00 - 6:00 P.M. Concurrent Sessions - Holmes Room - Sheraton-Park Hotel

(N) Mainstreamed Water Activities for the Non-Swimmer

Presiding - Richard N. Jones, Regional Associate for
Health & Physical Education, Great Lakes
Region of YMCA's

Water is a medium for activity available in all parts of the nation. Frequently, the non-swimmer fails to utilize this most valuable resource, and you can help to correct this. This session will review approaches of orientation to water and how to develop and utilize a basic safety program for the non-swimmer. In addition, selected activities will be reviewed which include angling, boating, canoeing, water skiing, water games and water exercise. If your creativity needs a challenge, this may be it!

Louise Priest, Water Safety Specialist, American National Red Cross
Kathleen Wilson, Program Director, Greater Whittier YMCA

Wednesday, January 24, 1979 - Delaware Suite - Sheraton-Park Hotel

9:00 - 10:15 A. M. (0) Financing the Mainstreamed Aquatics Program

Presiding - Betsy Jacobs - Associate Executive Director,
Bethesda-Chevy Chase YMCA

Dollars! Dollars! Dollars! There is new money and old money. There's your money and their money. Money speaks and our staff will speak to money at the local, state, regional and national level. This session will review approaches to coordinating your financial planning and budgeting in order to achieve maximum benefit for available dollars. You will also learn basic approaches to assessing the financial need for your mainstreamed program development and implementation.

Margo Brinkley - Director, Foundations Center
Jack Shakely - Grantsmanship Center - Washington Office
Julian U. Stein - Consultant - IRUC Project and AAHPER

10:30 - 11:15 A. M. Taking It Back Home

Presiding - Julian U. Stein, Consultant, Programs
for the Handicapped - AAHPER

Using a talk show format, this is a final sharing opportunity between staff and participants. This format was selected to allow for the mainstreaming of your institute experience. Dealing specifically with how to pull it all together for an effective program, the session will also review other issues as identified during the previous day's training.

Lloyd C. Arnold - Executive for Health & Physical Recreation
National Board of YMCA's
Charles D. Butler - Supervisory Therapeutic Recreation
Specialist, D. C. Parks & Recreation
Robert R. Dye - Executive, Urban Action & Program Division,
National Board of YMCA's
Louise Priest - Water Safety Specialist, American National
Red Cross
Grace D. Reynolds - Project Director, Project PAM; Member
of National Board of YMCA's UAPD staff
Kathryn Sallade - Director of Sheppard Swim Center
Julian U. Stein, Consultant, IRUC Project & AAHPER

11:15 - 11:30 A. M. Wrap-Up

Michael Johnson - National YMCA Values Education Center
Grace D. Reynolds, Project Director, Project PAM

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Agency of Environmental Conservation
Albermarle High School
American Coalition for Citizens with Disabilities
Bergen-Passaic Unit - Association for Retarded Unit
Boy Scouts of America
Camp Fire Girls, Inc.
Capital Area Intermediate Unit - Carlisle, Pennsylvania
C. Elizabeth Rieg Spec. Center - Maryland
Charlottesville-Albermarle Association for Retarded Citizens
Christian Record Braille Foundation
Columbus Swim Center
Commission of Outdoor Recreation - Richmond, VA.
Crippled Children's Hospital - Jamestown, N. Dakota
D. C. Department of Recreation
D. C. Public Schools
Department of Comm. Affairs - State of New Jersey
DHEW/OS/OHDS/RSA Developmental Disability Bureau
Eastern Kentucky University
Easter Seal Society
Elwyn Institute
Emporia State University
Franklin County Welfare
Girls Clubs of America, Inc.
Glassboro State College
Howard University - P. E. Department
Hunterdon State School
League for the Handicapped
Lincoln, Nebraska Public Schools
Mamie D. Lee Therapeutic Recreation Center
Maryland National Capital Parks & Planning Comm.
Maryland School for the Blind
Nassau Community College
National Marine Education Association
Norfolk Recreation Bureau
North Carolina Central University
Northern Illinois University
Orient State Institute
Parks & Recreation - Worcester, Mass.
Partlow State School & Hospital
Pennsylvania Dept. of Education - Intermediate Unit
Richmond Department of Recreation & Parks
Roanoke County School Board
Salisbury State College
State Department of Public Instruction - Dover, Delaware

State of New York Department of Community Affairs
Stonegate School, Inc.
Temple University
United Cerebral Palsy Associatin
University of Idaho - Special Education Dept.
University of Maryland - Children's Health & Deve. Clinic
University of Tennessee
University of Virginia
Various Red Cross chapters
Various YMCA branches
Wassaic Developmental Center

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Project Aquatics Mainstreaming wishes to acknowledge with sincere thanks the cooperation and collaboration of agencies and individuals who have worked together to promote opportunities for special populations based on the individual's ability to participate successfully, safely, and with personal satisfaction regardless of the handicapping label placed on them by society.

Among agencies to be recognized are:

American Alliance for health, Physical Education and Recreation
American National Red Cross
Joseph P. Kennedy, Jr. Foundation/Special Olympics
Council for National Cooperation in Aquatics
President's Council on Physical Fitness & Sports
President's Committee on Employment for the Handicapped
National Therapeutic Recreation Society of National Recreation & Park Association
National Board of YMCA's
National Consortium on Physical Education & Recreation for the Handicapped
YMCA of Southwest Washington; Longview, Washington

Special thanks are extended to the National Capital YMCA of Washington, D.C. for loan of their facility and to Charles Butler of Washington, D.C. Parks & Recreation Department for working with D.C. agencies; Washington office of the YMCA National Board.

It is impossible to list all the different groups and individuals whose number is in the thousands across this nation.

Thank you!

The Project wishes to acknowledge with thanks the staff of the American National Red Cross of Columbus, Ohio for video taping selected sessions.

PREFACE

Project Aquatics Mainstreaming (PAM), now in its third year, has as its goals the development of a continuum of services in aquatics which will provide the handicapped person an equal opportunity for participation and instruction in aquatics, separate where defined as necessary, but always working toward the goal of integrating the handicapped into the mainstream, successfully, safely, and with personal satisfaction. Aquatics is included in the definition of physical education which is the only curricula area defined by both the Education For All Handicapped Children Act (P.L. 94-142) and Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112).

The moral obligation to include the handicapped is well recognized. However, it has taken affirmative action through legislation and the courts to give moral commitment the legal support it needs.

Aquatics activities, including swimming, offer more opportunities to the handicapped individual than almost any other activity. Therapy exercise, instructional, competitive, and recreational programs, in various water temperatures depending on activity and need may open the door to a renewed or new interest which is both physically and mentally beneficial. It offers the opportunity for habilitation or rehabitation programming which may lead to integrated experiences in the mainstream of life.

Project PAM concentrates on assisting individuals:

-to interpret the meaning of mainstreaming;
-to understand the needs and feelings of the handicapped;
-to become aware of one's own attitudes as well as those of others working with the handicapped;
-to include the consumer as a decision maker;
-to become more knowledgeable of the legal, legislative and moral issues to be considered;
-to point out practical teaching methods for the inclusion of the handicapped in aquatic programs;
-to bring together decision makers (administrators and program directors) with teachers, technical personnel, consumers, and parents or guardians where appropriate, as well as community leadership from the public and private sectors;
-to point out possible funding sources for the program planner and implementer;
-to introduce to the aquatic community the need for individual and program assessment;
-to identify facility requirements as mandated by recent legislation;
-to create awareness of the need for programming for families and children;

- to create an awareness of the need for planning and implementing programs for the older American
- to encourage competitive opportunities be made available to qualifying persons regardless of handicapping conditions.

Successful mainstreaming depends on the skill of planners and implementers (including instructors) to create an understanding atmosphere on the part of agency members and personnel as well as program consumers, whether they be handicapped or non-handicapped. Program leadership must be trained to use a variety of innovative techniques to assure positive results. Individuals and programs must be assessed and re-assessed. Funding need not be a drawback if planners and budget personnel are creative. Organizations, both public and private, can collaborate in providing training and use of existing adequate facilities.

Mainstreaming -- let's do it now!

THE PAM EXPERIENCE

MAINSTREAMING IS the process whereby individuals interact with each other and experience growth and satisfaction irrespective of age, sex, race, creed or ability consistent with safety. The equality concept is not only ethically sound but is mandated by recent legislation in the United States.

SUCCESSFUL MAINSTREAMING is the result of a highly complex educational effort. It involves both the building of skills on the part of those with special needs and the mutual acceptance of both "special" and "normal populations as individuals.

AQUATIC ACTIVITIES represent an ideal vehicle for mainstreaming because of the large numbers of both "special" and "normal" individuals who presently participate. Swimming and other aquatic activities are fun; they present graded series of challenges; they are physically and mentally beneficial; they may be priced within the economic reach of all who wish to participate.

MAINSTREAMING has become everyone's business. Whether you're dealing with "the least restrictive alternative" or mandates for "integrated programs", you're facing a challenge. Just as awareness is developing on programming for special populations, we are into the next refinement. . . . good programs for everyone . . together!

AQUATICS is the sensible medium. The equalizing effect of working in water is recognized. Motor and skill development, coordination and exercise are only a few areas that are known to be effectively addressed in aquatic programs.

AQUATIC MAINSTREAMING . . . it's a natural!

LET'S DO IT NOW!

PAM GOALS AND OBJECTIVES

Goal I: Contributions to the growth and development of handicapped children and youth by providing inter-disciplinary training or retraining for professionals in using mainstreaming techniques which will enhance their expertise in achieving integration of normal and handicapped individuals (special populations) in aquatic programs.

- OBJ. (A): To assemble and develop instructional materials related to community programs.
- OBJ. (B): To identify individuals with demonstrated interest in mainstreaming and/or aquatics including
  - a. Aquatic professionals
  - b. Other community organizations and/or leadership
- OBJ. (C): To include the national and regional structure of the YMCA in a leadership role for aquatic mainstreaming.

Goal II: To provide specialized training and retraining to leadership personnel (educators, administrators, program directors, interested parents, and others) which will increase their ability to act as innovators and motivators for aquatic mainstreaming.

- OBJ. (A): To provide instruction and retraining to upgrade skills in the following:
  - a. Working with combined populations (i.e., normal and special)
  - b. Methods of integrating services
  - c. Methods of communication and coordination
- OBJ. (B): To maximize utilization of available resources including facilities, existing and potential funding sources, volunteers, etc.
- OBJ. (C): To establish regional identities for Project Aquatic Mainstreaming's participants for mutual assistance and support via regional institutes.
- OBJ. (D): To offer a national institute, for all interested persons providing a summary for all regional institutes, community models and advanced training.

Goal III: To study and develop models of mainstreaming through retraining leadership in aquatic programs.

- OBJ. (A): To develop implementation models of mainstreaming by communities using PAM resources.

Goal IV: Develop, edit, and disseminate materials prepared as a result of field testing new training models.

- OBJ. (A): to disseminate materials and results of PAM via the Project Aquatics network.

Goal V: To further extend Project Aquatics (BEH Special Project No. H003950A) results by broadening/integrating services to additional populations.

MAINSTREAMING IN AQUATICS

Robert R. Dye - Presiding

The PAM Story

Daryl D. Jenkins
Grace D. Reynolds

What is Mainstreaming - Does It Reflect Special Needs or Accommodations?

Julian U. Stein

MAINSTREAMING IN AQUATICS - Delaware Suite - January 22, 1979
2:00 2:45 P. M.

Grace Reynolds: Now I would like to introduce to you Robert Dye, Executive of the Urban Action and Program Division of the National Board of YMCA's. Mr. Dye is located in New York City at the YMCA corporate headquarters.

Robert Dye: I would like to, officially that is, welcome all of you to our Project Aquatics Mainstreaming Institute. We are very glad that all of you are here. I think that we are well represented in this meeting by persons who feel quite deeply about the agenda with which we are dealing and are willing to share their knowledge, their feelings, and their skills and, most importantly, their commitments with us. I think those of us who are beginning and those of us that are quite skilled in this field would all agree that all of us are basically learners. We continue to learn as we go along, and think this two and a half days together will be a learning experience for everyone here.

We will be an institute composed of different kinds of people, including consumers of our programs, program volunteers, professionals from many different disciplines, persons in government, legislators and their aides, and many interested persons and friends. The resource team that Grace Reynolds has brought together is an especially impressive one. We are grateful that they are able to be here.

PAM is now in its third year. It was preceded by a three-year program called Project Aquatics, also funded by the Bureau of Education for the Handicapped of HEW. We are grateful for the funding that has come from this office for the Project Aquatics and for the PAM Program. Project Aquatics had as its first objectives to establish awareness of the nature and magnitude of problems experienced by the handicapped and to demonstrate the effectiveness of aquatics in alleviating the problems, and also to train personnel in specific techniques of organizing and implementing aquatic programs for persons with special needs in local communities, and of course to maintain liaison with people working in this field.

Project Aquatics Mainstreaming then, PAM, now in its third year, has as its goal the continuum of services in aquatics which would provide the handicapped person an equal opportunity for participation and instruction in aquatics, always of course working towards the goal of mainstreaming -- integrating the handicapped into the mainstream. Hopefully the major learnings and findings and experimentation accomplished during these last five years or so will be the subject matter of this conference and will benefit all of us. Various people will be introduced during these meetings. Biographical information about them will be found in your workbook.

I would like to introduce Daryl Jenkins and Grace Reynolds who will tell you more about the PAM story. Daryl Jenkins is from the state of Washington, is in private practice as a program consultant in human resources, and is a valued consultant for Project PAM. Grace Reynolds is Director of Project PAM as she was for Project Aquatics, and is a distinguished member of our program staff at the National Council of YMCA's. Though the National Council is housed in New York, Grace works out of her office in Longview, Washington.

Grace Reynolds: Thank you, Bob. It is only because we have many people who care who come from many different agencies who are willing to sit down and plan and work together, collaborate, and staff a project like this, that we are able to pull together the regional, statewide training sessions that we have had over the past six years. And there are many people to thank. I will just briefly refer to the agencies, but within each one of these regions there have been many people from many walks of life who have made Project Aquatics and Project PAM a success.

We will recognize the agencies tonight, but let me just briefly review who they are: the American Alliance for Health, Physical Education and Recreation, the American National Red Cross; the Joseph P. Kennedy, Jr. Foundation, and Special Olympics; the Council for National Cooperation in Aquatics; the President's Council on Physical Fitness and Sports; the President's Committee on Employment for the Handicapped; the National Therapeutic Recreation for the Handicapped; the National Consortium on Physical Education & Recreation for the Handicapped, and the YMCA of Southwest Washington in Longview, Washington. Special thanks here in D. C. go to the National Capital YMCA and its staff for making their facilities available and assisting us. As do special thanks go to the D. C. Parks and Recreation group here - particularly Charles Butler who has been coordinating agencies here in town for us. You will meet Peter Wisher from Gallaudet College tonight, who has assisted with this program, and then all of the available groups and people. It is impossible to say thanks to all of you, but we do say thanks, and tonight as we have just a few minutes to recap, we'll say thanks to those people who have travelled thousands of miles together over many years to help bring the word about aquatics and aquatic mainstreaming and aquatics for the handicapped.

We have a little story to bring to you. We hope you will enjoy it. My thanks go to Daryl Jenkins for putting this together. Daryl.

"The PAM Story" - a slide presentation - was shown at this time.

Robert Dye: Dr. Julian Stein is a consultant in programs for the handicapped, American Alliance for Health, Physical Education and Recreation (AAHPER), and is also a consultant to the IRUC Project which is the Information Resource Utilization Center here in Washington. Julian Stein.

Julian Stein: Thank you, Bob. I appreciate the opportunity to discuss with you and to possibly inject some thoughts that will be able to be discussed, probably some of them even cussed, during the course of the remainder of the workshop. There is a poster that is being used throughout Canada that I think has implications and something that I think we should think about. The poster has an individual in a wheelchair, and the caption says, "If you look at this long enough, the wheelchair will disappear." I think that within this we have embodied what may be what we can heed from that great American philosopher Pogo, who said, "We have found the enemy and he is us." To what extent have many of the discriminations, the lack of opportunity, the insistence on participating in programs that many individuals are neither interested in nor consistent with their abilities, been due to our insistence that a particular program is the program for you.

How many of you consider, when you look at the statue of Venus de Milo, that you are looking at a double-arm amputee? How many consider that when you look at Mickey Mouse, you are looking at an individual with an impairment? Mickey has been very successful for over fifty years, but only has three fingers on each hand.

When you look at an individual who swims the English Channel, you look with admiration. Jack Robertson, a total paraplegic, came within 800 meters of swimming the English Channel. When you look at an individual who is among the top-rated swimmers in the nation, you also look with admiration. In 1977 Jeff Float (isn't that a great name for a swimmer) had the fastest 400 individual medley of any American Swimmer. And in 1978 he was one of three who ranked in the top ten in six events having the best 400 free style of any American male swimmer. Yet Jeff Float is totally deaf. There is a young lady now at Florida State University who, despite the fact that she is a double-arm amputee, during her senior year in high school in Iowa was one of the top thirty female divers in the nation, and despite the fact that the experts say that she should not be able to do twisting dives, she does twisting dives, and those who judge consider twisting dives among her strongest events. Harry Cordellos, who was to have been here, despite being blind runs in the Boston Marathon and does very well among 10,000 entries each year. There are many, many other examples of individuals who have excelled in aquatic activities despite handicapping conditions.

Most of the problems that you and I and the general public face are brought about by misconceptions, misapplications, and misinterpretations of the concept of mainstreaming. The legislation upon which the procedure is being based does not contain the word mainstreaming. The terms that are used are "least restrictive environment", and "most normal setting appropriate", and "most integrated setting possible". In no way is there any implication through thinking about these terms that special programs are to be done away with and individuals indiscriminately dumped into regular programs.

The January 7, 1979 Sixty Minutes, I felt, appeared to present the problems which might come up in complying with the law, from a negative standpoint, rather than showing what is really intended from both the legal and ethical standpoint. A few strategic questions on the program would have shown that examples used were neither consistent with the intent nor the letter of the law.

As we look at some of the concerns, some of the considerations, I think there are some factors we must keep in mind. Among these is one that was emphasized in the PAM Story, that of personal choice -- not actually the choice of the participant. A second thing is: what are going to be the effects of early intervention of introducing individuals with handicapping conditions into programs at earlier ages so that both their attitudes and the attitudes of the -- and I'll use the term that was used this morning - the temporarily able bodied, will have greater acceptance and understanding of the individuals as individuals.

We need also to look at terminology from Section 504 of the Rehabilitation Act. One that is being overlooked is a very simple statement -- that individuals are not to be discriminated against in programs and activities in which they are otherwise qualified -- now that's two words -- otherwise qualified -- that two things are happening to them. Many people are overlooking these words, and many people are misinterpreting them.

Another thing is -- and this is very, very clear in the rules and regulations -- that equal opportunity and equal treatment are not synonymous. Our laws differ from the Canadian laws in a very important respect. In the Canadian laws any population that cannot be discriminated against cannot be discriminated for, and in our laws it is very clear that the emphasis is on equal opportunity, not equal treatment, and equal treatment can in and of itself be discriminatory. In the concept of least restrictive environment it means that there has to be a continuum of alternative choices to make a determination of what is least restricted. In 94-142 there is a section that deals with continuum of educational alternative placement including total integration and total separation with many steps in between.

Another thing that is not emphasized enough is consumer involvement; those with various handicapping conditions having a say at the decision and policy making level, having input about those things that so intimately affect their lives. As we think further of this, think there is a very thin line between individuals with handicapping conditions with special needs and those individuals with handicapping conditions who merely need accommodations. Because an individual has a handicapping condition does not mean he has special needs. It is again clear in 94-142 that for an individual to be eligible under this, he must meet two criteria. One of these is to have an identifiable handicapping condition. The second is to have a special need, and 504 says that we have to distinguish between the special need and the accommodation, because we are not expected to but are required to provide those accommodations.

What are some of the kinds of accommodations that we need to think about? What are some of the differentiations in special needs? In terms of special needs, I think we have to first determine the goals and objectives of the programs and of the individual. In terms of aquatics we can have needs that are therapeutic, instructional in terms of learning to swim or swim better, recreational and leisure, fitness, educational, competitive, and many others. We must also distinguish between the aquatic program when it is being used as an end in itself and when it is being used as a method to obtain other objectives. We're the ones who have to clearly make that dinstinction so that those whom we serve, the administrators, the lay public, have a clear understanding and do not confuse therapeutic program, recreational program, and so forth. If we make that distinction we're going to have more aquatic opportunities, not fewer, because we will be able to use the pool and water environment for purposes other than those that are in terms of ends in themselves.

Mainstreaming in Aquatics

One of the accommodations which the law requires is making facilities more accessible. Minor accessible modifications were to have been made by August 3rd, 1977, 15 to 16 months ago. As of now, few buildings have taken that step. Plans for structural and major adaptations were to have been made by December 3rd, 1977 and that plan completed by June 3rd, 1980. There are things that can be done to existing pools. Prop docks might be used to make pools accessible for those who are too short or too small for the minimum depth. Simple things could be done such as taking severely involved individuals who are not very mobile into a pool on stretchers and dropping the stretchers out from under them to give them mobility. Perhaps we could use tumbling mats -- plastic, synthetic tumbling mats -- as a means to get individuals into pools. One young man in a wheelchair said, "Get me out of this damn chair and I'll roll into the pool." And that's just what he did.

Adaptive devices and equipment. Swim fins can be used to make it easier for those with various physical and orthopedic conditions to be able to participate, also specialized swim suits. Toys can assist in co-action so that the blind and deaf-blind get a better concept of strokes. Towels can be used as a means of helping individuals develop certain skills. It is possible to get two-by-fours or ropes and other types of devices free or inexpensively.

Curriculum adjustments. Adjustments and adaptations can be made in rules so that individuals with different handicapping conditions can compete in interscholastic and intercollegiate swimming activity. Curricula or approaches or sequences or progressions could be modified so that an individual without arms does not have to work on arm strokes, and an individual without legs does not have to work in that area.

Class organization: A flexible organization, using circuit and station approaches, peer tutoring, buddy system, elective and selective programs, is effective. Paraprofessionals and aides can be used to supplement those with professional training. It is also good to use reverse mainstreaming where individuals with different handicapping conditions have the able bodied come into programs on a peer basis, but not a leadership basis, where the individuals who have handicapping conditions are in the majority. In organizing a class, an important consideration is the use of specialists in resource roles where they work not only with those who are seriously involved and need specialized attention, but also work with instructors on a demonstration basis. They also serve as resource people for in-service training. Other areas where specialists could be used would be in the program assessment area and in problem solving and exploratory and movement techniques.

Techniques from the individualized education program can be simplified so that they are even more functional. Pre-teaching certain activities can use special programs to supplement, not replace regular programs. The opportunity to integrate is far greater in aquatics because of all curricular areas, it is one that has probably done the best job in developing progressions and sequences in using a variety of ability groupings within classes and has less needs from an instructional recreational standpoint than any other area for segregating and separating.

As we move through these three days, let me finish with two statements -- one made by a very severely cerebral-palsied individual from Texas who said a difference is a difference only when it makes a difference -- and how many of these differences have we created! A secondly, an individual severely involved, in talking to her teacher said very simply, "Give me substance, give me pride, give me a life of my own, and I'll stop feeding off yours."

That is the message; that is the direction, that in providing that confidence and that feeling of competence in all areas, we have so much potential through aquatic activities. Thank you.

MAINSTREAMING ISSUES FROM THE FIELD

Robert R. Dye - Presiding

Group Discussions

MAINSTREAMING ISSUES FROM THE FIELD - Delaware Suite - January 22, 1979
2:45 - 4:00 P. M.

Following the presentation by Dr. Julian Stein, the participants broke up into small groups, each with a staff person to serve as a resource. Robert Dye's instructions were to select a recorder to report the findings of each group back to the total assembly. These concerns would then be covered in the workshop sessions.

Group I - Recorder Jim Scanlon, Temple University, Philadelphia, posed the following questions from his group:

Is it more important to have very interested people doing the teaching or is it more important to have certified people?

Are necessary federal regulations on pool designs being met by all states?

Can every person be mainstreamed, including the severely handicapped to the mildly handicapped?

Should it be handicapped or non-handicapped people who do the teaching?

What kind of people should be in the program?

What kind of training should be done -- how should specific cases be taught -- what kind of progression should be used in mainstreaming?

How should one get a person into a mainstreaming program?

How are community needs met? How are the people found who need to be in the programs? Or, do people come to the programs and eventually get involved?

Group II - Lee Bennett, New Bedford YMCA,Connecticut, stated the following concerns:

This group believed that within a few years YMCA's would find it necessary to deal with the physically handicapped, mostly by default. The problem at the Y is that doctors are referring their patients to the Y to "work out" after surgery or broken bones or muscular problems. There seems to be a vacuum -- the Y is not giving direction or guidance to the doctors. Group II is looking for some module programs to see how to coordinate programs with the various agencies.

How are hands-on personnel trained?

How is this administered?

The Y has a handicapped program and the Red Cross an instructors' program. What about a program for handicapped infants?

Group II - Contd.

What techniques or motivations were used to bring the various agencies together and coordinate them into one functioning unit?

Group III - Judy Hard, Columbus Area Chapter of American Red Cross, and Aquatic Director at Orient State Institute, presented the following report:

The group was interested in finding out how serving agencies be contacted and used in developing aquatic programs?

Questions were asked about 94-142 as far as implementation, individual education plans, and also, in particular, about transportation, financing, and staffing. Aquisition and use of adaptive equipment was another concern as was mainstreaming from an institutional to some community or educational programs.

Group IV - Phyllis Egan, Peninsula YMCA in Newport News, Viriginia; Aquatic Director for the state, reported for her group:

The group was looking for tools and knowledge to work with special populations -- the diagnostic tools needed, and the way to assess needs, physical and emotional.

The group was looking for long-term rather than merely short-term solutions, especially in the specifics of transportation. Also, people were concerned with legalities involved.

Group V - Rose Barretta, Aquatics Coordinator at Eastern Kentucky University, reported for this group:

This group was concerned with two problems. They wanted to know what training was required for individuals who teach adapted aquatics. The other major concern was public relations. What do you tell the community -- how do you get community support for a facility serving mainly handicapped people? The type of facility in which they were interested was one which would serve not only recreational but also occupational needs.

Group VI - Bill Moors, Christian Record Braille Foundation, and American Red Cross, reported for this group:

Money and equipment was not the main concern of those in this group, but people were -- people who would really be willing to help, not only in the pool, but other ways. This group wondered if mainstreaming was an unreachable Utopia. Also, they felt a clearer definition of mainstreaming was needed.

The group wanted to know what to call the programs -- recreational, therapeutic, or swim-instructional programs. Should the participants be called clients, people, students?

Mainstreaming Issues From the Field

The statement was made, "We need to tell the world what is going on." It was felt that if the community understood the program and its purposes, it would not be difficult to bring in the people, money, equipment, and whatever else was needed. The consensus was that it would take a constant selling process in order to have programs of this kind accepted.

Parents should be involved in program promotion, also knowledgeable instructors.

Another point that was raised in the discussion was whether handicapped people wanted to be mainstreamed or whether they were happy where they were, and also that it was important to let the handicapped know and understand the choices that were available so that they could choose for themselves.

Group VII - Bill Lavery, Boys' Clubs of America, Director of Building Consultation, reported for this group:

The group discussed facilities. The staff person was working with a group from the YMCA, YWCA, Girls Clubs, Boys' Clubs, and the Jewish Welfare Board to design an agency pool so it could take care of the needs of all types and ages of people from learning to swim, swimming recreation, competitive swimming, as well as programs for the handicapped.

The higher energy cost is becoming a concern. More money is needed to keep pools operating.

Renovating a pool so it can be made accessible to the handicapped must be considered.

Another problem considered was how to mainstream the handicapped. People want a step-by-step procedure of how to do this. First, how can they be taught to swim, and secondly, how can they be moved to a regular aquatics class.

Leadership is another concern. How do you get trained leadership? Some individuals in the group were concerned with safety -- they had only untrained leaders, not even a WSI.

Transportation posed another question. How are the handicapped going to get to the pool from their homes and institutions? There is a problem getting vehicles and drivers.

Of major concern was the fact that leaders in some institutions for the retarded don't want their children mainstreamed into aquatic programs. They are fearful about this. On the other hand, some agencies are not willing to bring the handicapped in with regular members, especially the retarded with normal children.

Group VIII - Mary Essert, YMCA of Duchess County, New York, reported for this group:

Make-up of this group was varied, so levels of expectation about this conference were very different. They began with the need for specific progressions for a beginning swim class or a single person in a number of handicapped situations.

Funding was another concern, whether it should be community funding, or public funding (such as state, county, city, and school) or should it be a combination of this.

The question of what to do with special ed students arose -- should they be "dumped" into regular P. E. programs? When should special ed students be separated and when not? Who gives this guidance to the administrators so it can be passed on to the teachers? What extra help is needed? One YMCA director had been urged to come to this conference because his local school district felt the onus to provide a swim program in a mainstreamed situation for handicapped students, and thought the Y could provide the leadership rather than the schools. This, the group felt, shows that agencies must learn how to deal with the school district.

Group XI - Roy Fagin, Aquatic Coordinator at the D. C. Center for Therapeutic Recreation, reported for this group:

The main concern of this group was training of staff as well as management so everyone would be on the same level.

Number two was awareness, in terms of raising the conscious level of the public. Number three was attitude. There is need to have a specific changing of attitudes toward handicapped persons, so that progressive strides can be made toward significant achievement.

There seems to be a conflict between the National Red Cross and the YMCA in terms of the certification. The group felt there needs to be a joining of the two, so that one does not find that someone who is certified by the YMCA is not accepted, and someone who is certified by the National Red Cross is.

There was a discussion about least-restricted environments for handicapped persons, environments safe, enjoyable for them to use. The group also ran over a couple of ideas about where to get volunteers -- from colleges, high schools, Boy Scouts, or Girl Scouts.

The group also wanted to discuss information centers, and how to find the handicapped persons that need of the service of the program.

BANQUET KEYNOTE SPEECH - Virginia Suite - January 22, 1979

By Reverend Harold H. Wilke

Lloyd Arnold: And now I'd like to introduce our keynote speaker for the evening - the Reverend Harold H. Wilke, a Minister of the United Church of Christ and teacher at Union Theological Seminery, and president of Goodwill International. His wife is a psychotherapist. They have five sons - a physicist, a minister, a musician, and two in college.

Harold Wilke:
If our Project Officer can talk about getting a "D" in swimming, maybe I ought to do the opposite and suggest that my own experience in organization like this is that I was myself swimming at about age four or five. I don't know whether on the farm it was possible to get a "D" or an "A" or anything like that, but with me it was a very interesting experience as I think back to it.

Some of you know that I have no arms. At age four and five, knowing that my brothers and the neighbor kids were going off every afternoon to go swimming in St. John's Creek, I felt I really ought to be involved in that as well. I went off with them. My family recognized that maybe some kind of special adaptive equipment would be required, so my father put something together. In those days, way back, (as one of our sons calls it, "Dad, what was it like, back when the crust was cooling?") then we couldn't get the kinds of things we can get now to make it easier to learn to swim. Dad fixed a plank three feet long, four inches wide with two empty one-gallon syrup buckets at each end, so that I could put my chest on this and then launch out into the deep - all four feet of St. John's Creek. And I put my chest on this, I laughed out and said, "Hey, this is great!" After saying this one more time, I then left my equipment and launched out on my own. I went under, came up sputtering and went out a second time. The third time everything was fine! I think back to what my father meant for me at that point -- to be able to put really a goodly amount of time and some effort in on fixing up something for his son who is handicapped -- to fix it up in order that he might learn to swim -- and to have this be used for five minutes. It was a pretty critical five minutes, a very important five minutes, but nonetheless he was able to do this, and then assume that I could carry on after that on my own.

I suppose from that experience, as well as from numbers of others that had to do with water, I've understood something of the value of swimming and of aquatic sports for persons with handicaps. It was only a few years ago that I saw, at the Heidelberg University Clinic, a young Thalidomide person without arms, without legs, and with other kinds of complications, deeply enjoying herself in the water. On one sabbatical leave ten years ago when three of our sons were with us in West Germany for a period, and they would talk about these new things in swimming, for example, a pool that had a floor that would go up and down as the case required for the kinds of persons swimming. I recognize that we have this now in America, as well as other innovative aspects, but it seems to me that we need constantly to develop new ways to utilize this magnificent opportunity for freedom on the part of persons with handicaps.

Swimming gives freedom, not only for persons with the obvious physical handicaps, but also for older persons, for obese persons, for arthritic persons, for persons with back problems. It is a fantastic opportunity which provides a kind of weightlessness, a kind of special freedom from the things that for many persons simply weigh them down all the time. One of the reasons aquatics are so important for persons with handicaps is that, quite obviously, when they go into the water they get rid of most of the prosthetic devices that they usually carry around. We're all used to that. We all get rid of prosthetic equipment when we come home. For example a person takes off his glasses to kiss a girl. We recognize that in order to truly be ourselves we need an opportunity occasionally to get rid of the prosthetic equipment so that we can be our natural selves.

This is all part of the innovative. It is part of the technical aspects of it, but it seems to me that we need to see more particularly the attitudinal barriers that are before us, and the ways in which we can overcome those barriers of attitude. There are many. Some of them, of course, in a sense are ridiculous. They range from the kind of attitude that says you have to be a certain age, for example, before you can go swimming. My wife was taking our three year old son to the Y pool in Cleveland, some years ago now. She'd gone into the dressing room, and David was out at the edge of the pool at the deep end. Some of the mothers around there noticed this three year old, and suddenly he was no longer there! A great deal of hullabaloo was raised until finally David came up from well underneath the surface of the shallow end of the pool, coming up for air. He had been swimming in our backyard pool since before he walked. He had never "learned" to swim - he never knew he couldn't! Water was like air to him, and moving through it was like walking - you just did it. Well, the idea that one has to be a certain age to begin and to quit enjoying the water at a certain age is one of those things about which we must disabuse the American public.

Those of you here are, of course, among the leaders in precisely that disabusing, and precisely that new kind of education. But again, it is a matter of looking at the attitudes that are ours and whether they have to do with age or any other set of criteria by which we say "yes", or by which we say "no". We've come now to this one about persons with handicaps.

You and I tend to think of these handicaps primarily in orthopedic terms. Ordinarily we think of these as being an amputation or some other kind of disability. I am going to suggest that in a sense they are limited really only by your own imagination in being able to deal with various kinds of disabilities. Let me suggest just one. Some of you, maybe many of you, will turn up your nose and curl the lip just a little bit on this, but we have in this country literally millions of persons who are incontinent. Incontinent persons are able, but need opportunity to fulfill recreational lives. They live under a constant cloud of embarrassment at incontinence. It seems to me that there ought to be some way in which somehow those difficulties can be overcome, some ways in which even in aquatics it might be possible for these persons to express their needs, to exercise their need to be one with the water. Let's look at it then from a point of view that immediately is totally acceptive, immediately that says, "You are able to do this."

I took the opportunity in the first few minutes of my being here to talk with a small informal ad hoc group sitting around after the afternoon session doing a post mortem on that. I was interested in the reaction of one of you who said, "Well, of course, I'd expect that you with your physical disability would immediately be able to do much of this, that I would need to give you not a set of prescriptions but would simply take you in your own way of doing it and follow through in that way." And so, Bill, I do appreciate that kind of response, and I know that he speaks for a great many of you in your own approach.

Let me suggest some of the ways in which you, each one of you, is attitudinally accepting persons with handicaps. Let me suggest some of the ways that you consciously or unconsciously actually do fulfill this acceptive response toward persons who have impairments, physically or otherwise. One of the ways that you do this is to recognize that there are within handicapped persons a great number of gifts.

You, at this point, go beyond what a great many of us in America have been conditioned or we in the western world have been conditioned to do, to see--namely, that the normal person is the one who is physically perfect, has the form and the countenance which fits the centerfold of Playboy and Playgirl, and that if you don't fit these particular configurations, forget it. Now your attitude says that no matter what your individual configuration is, there is the possibility for your going out there and participating in sports, most particularly aquatic sports. At this point your own attitude is one that says I am acceptive of you. I accept you.

You've done this in other ways as well. You have done it in a way that says, "I see the gifts that you can give to the rest of us. I see the special kinds of qualities that there are in your lives which can be carried over into the lives of others and express themselves ultimately in the lives of others. I see these gifts that you have for the rest of us in society."

You can enumerate them easily and quickly. You can enumerate, for example, the meaning of perseverance. On perseverance, you have the recognition about persons who go through long, often agonizing periods of therapy of one kind or another and stay with it far longer than most of us are able to stay with some kind of regime, some kind of program. It is at this point we recognize that this gift of perseverance is particularly one that has been taught to all of us.

We recognize that there is still another way in which you have learned from persons with handicaps. You have learned the meaning of the word COPE. Cope is one of those great four letter words in the English language right along with love and hope and pray and play. Cope means that you do with what is at hand; you do with what you have; you make the most of that which is immediately available to you. Coping is one of those things that you and I have learned from the handicapped as a gift to all of us.

You've learned also that there is something very special in imagination which is being taught us every day as we work with persons with handicaps. I call it the Principle of the Third Eye. Numbers of years ago, I served on the staff and faculty at the Menninger Foundation School of Psychiatry. We always would have some hot-shot psychiatrists in from Vienna or New York or somewhere. One of those who came in once was the famous one known to all of you who wrote this book on Listening with the Third Ear. And I suddenly realized that this is precisely what I have done all of my life in terms of looking with the third eye, the eye of imagination, the eye that says it's possible to do something differently from the normal way if that is required. For you men here a coat, for example, is something you put on and button. For me, looking at it with the third eye, it's done just backwards. I button it and then put it on. Now that's what I mean by looking at something with the third eye. That eye of imagination that in my case said, "Well, putting it on and buttoning it with one's toes is anatomically impossible, at least the button on the left on a double-breasted coat, but it's very simple to do this when the coat is down on the bed." And so with my toes I secure the buttons of the coat and lay it face down on the bed and then duck into it, as you duck into a pullover sweater, and shake it down over my shoulders and do a little shimmy, and it comes out looking like this.

By the same token, for you, a tie is something you put on and tie. For me, looking at it with the third eye, a tie is something that I tie and then put on. I slip it around the collar of my shirt, pull it up tight, and it comes out looking like this. This is what I mean you have been doing all the time. You have recognized both within yourself and within the persons with whom you have worked in swimming, ways of doing things new, ways of doing things differently because they have to be done differently, assuming that those different ways can indeed be fulfilled.

There are many of these ways that you look and see within these persons who are your responsibility. The list is, in a sense, endless. Let me suggest at least one more. It's called the utilization of all resources, the using of everything you have. This is a lesson that you have learned from persons with handicaps as you have worked with them in mainstreaming in aquatics. You've recognized that they have a great deal to teach, not alone to you, but to those with whom they are swimming and playing. One of the critically important elements of mainstreaming is what this does for the so-called able bodied person, as this sort of thing has been saying to you all along, that a person is measured by the wholeness of that individual, and that wholeness is understood and defined, not in terms of once again a reference to that magazine that has centerfold, but instead is determined by ways of a person's own total acceptance of herself or himself--the way of a person's whole understanding of his own situation, of her own being, and a recognition of that identity of being.

That is what I mean by a utilization of everything you have as a way of teaching the able-bodied individual a lesson that is critically important for him to learn. It's important for him to learn--for all of us to learn--because you and I have long since recognized that we are in a society that maims literally millions of persons every year, in a highly technological society that does a great deal in providing the high-speed equipment and the other devices which may of course maim individuals at an ever accelerating rate. That means that you and I, even though psychologically none of us is willing to accept this, and all of us assume that it is going to happen to the other individual -- deep down each of us knows that this is something that will also happen to us. We have, therefore, to call ourselves the TABs, and you know what a TAB is -- a "Temporarily Able-Bodied person" -- A Temporarily Able-Bodied person. This is harsh for me to say, and I'm putting a burden on your shoulders that probably I should not, and yet the facts are statistically we are up against precisely what I've suggested.

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If it doesn't come in terms of an accident of some kind, it will come in terms, pray God -- it will come in terms finally of old age. Then comes inability of the body to function as the magnificent machine that it is at age twenty or fifteen or twenty-five or whatever area you want to put it, that it cannot function in that way all the time. To recognize that wholeness, identity, and ability do not depend totally upon this particular age, but depend instead on a kind of identity, a kind of wholeness which resides within the individual and is determined not primarily by arms, legs, eyes, and all of the rest of the physical accouterments that we feel are absoutely necessary.

I've suggested, not suggested -- I've said it, that this has to do not alone with a person who is handicapped; it has to do with us as well. The importance, as I've said earlier, the importance of mainstreaming, is that it is not just a matter of helping a person with handicap to learn how to do these things and then, with that, to fit in along with other persons, but to help those who are "able-bodied" to know what it is like for disabilities to come along, to know what it is like to cope with a disability, and to learn from that individual with a disability some of the ways in which he himself, you and I, can later on cope with the difficulities and problems, anxieties, whatever else that life brings to us.

I have much more here about which I really would like to talk, but I think we need to recognize here that what we are really involved with is going beyond the beautiful machine, the dancer, for example, or the swimmer, to an understanding of the wholeness of personality that comes out of the individual's own understanding of his or her situation and acceptance of that and the way in which that has to be taught to the whole of our society. That is, in a sense, it seems to me, what mainstreaming is all about. It's a two-way street, it's a way of helping the person who is handicapped and a way of helping the individual, all of the rest of us who are outside, at least now, that stream of persons who have disabilities.

You have discovered already still another way in which it is possible for us to see these abilities. You see sometimes in ways that are totally humorous for yourself, and you've learned from that humor, which is in a sense a kind of perspective. During the war, during the Second War, I was coming back to Washington for re-assignment. I had been assigned as chaplain at an army hospital down in Texas somewhere, and I was coming back to Washington for reassignment. As I got aboard the train, I couldn't help but notice in this small suburban station just outside this particular Texas city, a Major General getting on the train. He got on the train just after me, and as we got to the first doorway he rushed aside me and got to the door first and said, "Here, let me open the door for you."

Ordinarily in such a situation, as you have long since come to recognize, a person with a disability may very well accept the proffer of help; it's easier to do it than it is to say, "No, it's not necessary." However, in this case the General's tone of voice indicated that what he was really saying was something like this: "You poor cripple: It's obvious that you can't open this door by yourself; therefore I'll do it for you." I was nettled by his tone of voice - I was griped by it. I was about to brush by him and get to the door first, and open the door first, which I do by slipping my foot out of my shoe, reaching up, turning the knob, and then pushing my way on through. It takes several times longer to tell about it than to do it! So, I was about to brush by him and open the door myself, but then I suddenly caught myself up short and said, "Come on, Wilke, it isn't every day in your life that you get a two-star General to open doors for you." I let him do it and we walked down the whole length of that train, the General opening doors for me all the way down, and I smiling up my sleeve at the whole thing.

Strangely enough we were in the same Pullman. Ironically, his lower berth was right next to my upper, the best that I could wangle. He had a lower berth, his Lt. Col. aide had the upper above him, and then I had the upper next to the Lt. Col., so that obviously the General could not help but overhear the porter, who came back to me two or three times saying, "Are you sure you don't need any help or anything?" I said, "No, run along. I don't need any help for anything at all."

The next morning the General came into the wash room just about the time I had finished shaving. I was standing on one foot, shaving with the other and the train lurching along at eighty miles per hour. I hadn't done a really smooth job, but at least I hadn't cut myself. The pay-off for me in this whole thing came when the very first thing the General slashed his chin! And it was at this point he felt constrained to apologize to me for feeling that the night before I had needed his pity, that I had needed his help, that he could, so to speak, look down on me from an assumed superior pedestal position.

Now, for me, it made no difference. I had years of psychological conditioning on this, but for you the first time you come up against a person with a disability, to be able to recognize that person wholly, and I use this pun advisedly, both WHOLLY and HOLY, to recognize that person wholly is a way of seeing that identity which is hers, which is his. It is a way of understanding the wholeness of individvality which is there. It is a way also of recognizing out of perspective, which may have humor involved in it as well; it's a way of recognizing that kind of perspective that says in a real sense, "We're all of us in this same boat."

There is still one more way to at least explicate briefly, and that is the matter of the recognition of the kind of persons you are up against here. My job for many years has been working with the ministers in my own church, Congregational, United Church of Christ, as we call our name now. In the United Church of Christ with our some 8,000 ministers or so, I have seen this kind of ability, the kind of strength, quiet strength, not at some national level, not at some perspective where everybody can see what is happening, but rather in a small town somewhere, a small suburb, inner city, wherever it might be to be doing the kind of job.

Let's just translate this over to where you are working with persons, and you have seen what has really happened here. You have seen that these people with whom you have worked are in a real sense the quiet heroes of today. They express a kind of heroism, very quietly, a kind of heroism that indicates that they will not give up against, in the face of, the odds which they are up against, but will continue to strive and to seek. In fact the words really are those of Tennyson, aren't they? We ought to lift for ourselves, for these young people that you work with, and therefore, in a sense you as well, are the quiet heroes of our day. Tennyson put it like this. We can place ourselves there as well:

> Push off, and sitting well in order smite
> The sounding furrows; for my purpose holds
> To sail beyond the sunset, and the baths
> Of all the western stars, until I die.
> It may be that the gulfs will wash us down;
> It may be we shall touch the Happy Isles,
> And see the great Achilles, whom we knew.
> Though much is taken, much abides; and though
> We are not now that strength which in old days
> Moved earth and heaven, that which we are, we are;
> One equal temper of heroic hearts,
> Made weak by time and fat, but strong in will
> To strive, to see, to find, and not to yield.

LEGAL AND LEGISLATIVE ISSUES OF MAINSTREAMING

Charles Harles - Presiding

Panel

Laurence Hewes, III
Robert Jenkins
Thomas B. Watford, Jr.

LEGAL AND LEGISLATIVE ISSUES OF MAINSTREAMING - Dover Room
January 23, 1979
8:00 - 12:00

My name is Charles Harles, General Counsel for Goodwill Industries of America. I want to welcome you here to the session on Legal and Legislative Issues. This is something that we do have to talk about. This is, in some ways, what I look at as the good news and the bad news session. There are some real legal concerns that you have to be aware of in terms of liability, in terms of insurance, but at the same time there are some new legislative initiatives which I think are going to be good for the types of programs that we are going to be talking about during the sessions here.

Just on a personal note -- I have been, I guess, involved for a number of years in aquatics mainstreaming. The word struck me as something fairly new when I first heard it, but when I was growing up I was quite often in hospitals and in and out of wheelchairs and casts and things. I remember one of the real pleasures, though, was in getting out of a cast and getting into a swimming pool or a nice hot bath. It was one of those pleasures that you don't realize how much you can miss, until you have to do without it for a number of months or a year or more.

The aquatics programs with which I was involved when I was growing up was therapy in many ways -- social therapy because this was one of the few sports-type activities that I could really be involved in. It was a social activity, it was physical therapy. It involved many things and now we are talking about expanding that type of idea to a much broader category of handicapped people. I think this is another thing that I hope will come out of this conference -- that many people who don't normally work with the handicapped or disabled still picture the person on crutches or in a wheelchair as a person who is handicapped. That is still, I guess, true to some degree today even though this group of people, I think, is assimilated into society much more easily than they were ten, fifteen, twenty years ago. I think that the important thing is the realization that there is also a large group of people out there who are referred to as mentally disabled, developmentally disabled, who were not made part of our programs, for the most part, until fairly recently. These were the people who were locked away in institutions; the people that we would just as soon forget about. We realize that this was an attitude that was not right and I think that people are starting to make some real efforts to change that.

Mainstreaming, the word, is fairly new. To me it means a whole person concept and that we do not develop segregated programs. We try to help the whole person grow -- whether it's in obtaining work or whether it's in being able to live independently or being able to be more a part of the community. For a long time we talked about segregated facilities for the handicapped and I think that we are finding that, at least for the most part, it is just as unacceptable to the handicapped as it was to other minorities over the past few years.

Legal and Legislative Issues

This morning we are going to be concentrating on the liability issues in running aquatic programs and what sorts of insurance needs these types of programs might have to avoid the liabilities, etc. Our two speakers this morning are both with the National Board of YMCA's. We will have Robert (Bob) Jenkins, who is Assistant General Counsel of the National Board of YMCA's. Bob has lived in Washington, and has one rather unusual attribute. He is a true native of Washington, D. C. He has been educated in Washington with an undergraduate degree in 1970 from Howard University and a law degree in 1974 from George Washington University - their national law center. He is listed in Who's Who in Black America, and I think his experience for the last year or so with the "Y" is going to be helpful to you in terms of his involvement in some of the litigation that the YMCA has been involved in involving swimming accidents.

Also with us this morning is Tom Watford. Tom is the Risk and Insurance Manager of the National Board of YMCA's in New York. Tom will talk to you about what some of your insurance needs might be and some of the things to look for.

Later on this morning, probably after our break, Laurence Hewes, who is a partner in a law firm here and who has done much legal work for the YMCA and the United Way in the area of grant and procurement law, is going to tell us about some of the developments over the past two or three years in the area of grant administration and some of the new factors to be considered when you are looking for federal monies to support some of your programs.

I'll be talking to you about recent legislative initiatives and programs for the handicapped -- especially those that can relate to aquatics programming and some of the types of programs that you all will hopefully be starting up in your own communities.

We expect and hope for a lot of good discussion on some of these issues. Many things that we are going to be talking about we hope will be thought provoking. If you have questions, ask them. Most of us will be making relatively short presentations and you can ask questions concerning that person's part of the program after they are through. We will be having a coffee break at 10:00 and then after all of our speakers have had a chance to give their presentation, I am fairly certain that there will be sufficient time for additional questions and discussion or whatever.

Robert Jenkins: Good morning. I think that it is interesting that I am here today - a Tuesday - speaking of the liability exposure involved in swimming pools because last Sunday my wife and I were out house hunting, and we looked at several houses in the District. We found this great house that was really a great place and the price of it was phenomenally low. I said, "Why is this house a bargain?" They said, "It has a swimming pool in the back." I always thought that that would make the house cost more, but what happened, as many of you may realize, Washington is full of lawyers and for some strange reason now lawyers don't like houses with swimming pools. It just shows some of the problems with liability.

Legal and Legislative Issues

Generally, when we speak of operating a swimming pool, probably the one phrase we should always have in our minds is that we must always exercise ordinary, due, and reasonable care for that situation. What is very, very pertinent today in terms of Project Mainstreaming is that ordinary care must be addressed to that particular group. I mean, obviously, if one person is training a kindergarten class how to swim and the other one in the pool down the street is teaching the U. S. Olympic team, reasonable care is going to be two separate and entirely different things. It is reasonable care for that group to whom you are teaching swimming.

I know of a case now out in the Midwest and the allegation was that there were swimming coaches and lifeguards there, but because they were training youngsters -- young school children about 7 years old -- they did not have a sufficient number of lifeguards. If it had been a high school class, it would have been a sufficient number, but not an adequate number for that group. Therefore, speaking in terms of reasonable and ordinary care, I think that there are going to be two other key words which will always come up. One is supervision and the other is housekeeping. I am going to make a few brief comments on both and then we can open up with some questions maybe after Tom Watford speaks.

In terms of supervision, the name of the game is that there should be someone there to supervise what is going on -- someone being, i. e., a lifeguard. If something goes astray, plaintiff's counsel will obviously try to sue you and he will probably ask you, if not himself, the following questions: 1) Was there a lifeguard? Say yes, there was a lifeguard. 2) Were there an adequate number of lifeguards for the pool population, which goes back to the case I mentioned of the swimming class for children? What were the lifeguards doing? The fact that the lifeguard is there, is not enough. I know of a case several years ago in Iowa where a lifeguard was present. It was a relative number of lifeguards, but the lifeguards were spending all of their time at one end of the pool teaching people to swim. While they were teaching people to swim in one end of the pool, there were a number of people swimming on their own at the other end of the pool. One of the men from the other end of the pool drowned. The operators of the pool were negligent because they did not have lifeguards in both areas of the pool. If the lifeguard is there, is he static, is he just standing there talking to a pretty girl, or is he patrolling the area? Is there a lifeguard chair? Is the lifeguard chair up the directed number of feet so that the lifeguard gets a bird's-eye view of what is going on? I know of another suit pending right now in a Western state and one of the allegations made is that there was no lifeguard chair in the pool. Plaintiff's counsel is making the argument that the operator of the pool was negligent because there was not a lifeguard chair there. Assuming that something happens and someone is injured, the question would then come up -- did the injured party or the deceased party show any signs that he was in trouble? If so, then the lifeguard is going to be negligent for not noticing and recognizing those signs. Then there is the issue of the lifeguard being there. He notes that someone is in trouble. He tries to rescue the person.

Then the question comes up: Did the lifeguard give the person the proper first aid? One can often get into more trouble by doing nothing than he can if he tries to do something and he does it wrong -- misefficient versus malefficient. This is another thing at which to look. Therefore, the lifeguard should definitely be trained and well skilled in life-saving techniques.

What about equipment? Does the pool have rescue equipment nearby? A rope? A buoy? Does the lifeguard know how to use that equipment properly? Finally, it goes back to the issue of lifesaving skills. There was a case in Pennsylvania where there was a drowning or near drowning. The lifeguard saw that the person was in trouble so he rescued the person and he gave the person mouth-to-mouth and all the respiration techniques. He stopped too soon. The lifeguard must be trained so that he knows when to stop, which is not too soon.

Finally, is medical attention available? This is also important. That basically shows one aspect of supervision. The other aspect of supervision is that the lifeguard has the mandate of enforcing pool discipline. This is especially true with children. Often there are cases where the children are horseplaying around and that is dangerous. It is the job of that lifeguard that he looks at Johnny running up and down this wet pavement. There was a case a few years ago in Oregon where two young people were playing catch with a ball near a swimming pool. The lifeguard saw them but thought they were not doing anything -- just playing catch. What happened was that a third party was standing by. The third party was struck by the ball and injured. The court says that the lifeguard was negligent because he was not enforcing pool discipline.

I am trying to think of other cases. There was another case I read about recently where there was a group of youngsters -- 12 or 13 -- who were playing on the diving board and two of them pushed the third one off the diving board. The lifeguard again was negligent because he was not adequately supervising and making sure that those mistakes don't happen.

The lifeguard basically has two major responsibilities: 1) He has to be a lifeguard and guard lives. He should be able to rescue someone. He should be alert and available to rescue someone. 2) The lifeguard is something of a first sergeant or a kindergarten teacher to make sure that pool patrons, especially children, are not spending too much time horsing around. This is very important.

Now for the issue of housekeeping. The operator of a pool has a responsibility to make sure that that pool and the supporting apparatus -- diving board, the steps, the whole thing -- is kept in good condition. There have been a number of cases where equipment was not in good condition and a person was injured and recovered damages.

I should mention that when we speak of these drowning cases, and probably even more so with near-drowning cases, the damages awarded can be astronomical. There was a hotel here in Washington -- I believe it was this one -- I am not sure -- but it was a situation where a young boy, a teenager I think, dove into what he thought was deep water, but I think the water was murky and there were no signs. Anyway, the water was not as deep as it should have been. He is disabled permanently and he received one of the largest judgments ever given out by a local court here. It was in the millions. Therefore, in terms of housekeeping, we should watch out for a number of things, including the following: the wear and tear on steps leading down into the pool, broken tile around the deck of the pool, worn-out padding on the diving board. This last is very, very important. It can cause someone to trip and fall into the water prior to the dive that they anticipated making.

Broken glass and apparatus -- that kind of thing in the bottom of the pool. There was a Y awhile ago in California which had a broken pipe at the bottom of the pool. A person was walking, or standing, or playing in the pool. His foot hits the pipe and he gets a very severe wound. The jury found that that particular Y was negligent. The water should be clear so that if something does happen, a lifeguard can find the victim in time. Otherwise, we have cases which I alluded to earlier where the water is so murky that it is not possible to tell how deep it is and more importantly, if anyone is injured, the lifeguards don't see the person.

Finally, this is something that is probably very, very important to those of us who live on either the East or the West Coast and that is the language used in the warning signs. There was a case in Miami, Florida, which has a large population of Cubans who don't speak English. They speak Spanish. I'm not sure exactly what the warning sign said -- something about the depth of the water -- but it was in English and not in Spanish. So this man came out and he was going to dive into the pool. He saw the sign, but he couldn't read it. The jury found that the operator of that particular pool was negligent because the sign should have been bilingual.

There was a similar case I heard about recently where a pool operator had a number of guests there from Europe and the pool was in very good shape. The water wasn't murky, the lifeguards were alert. As is the case with most pools, he was trying to make sure it was in good order, so the number of the depth was marked along the edge. For the deep part, it was 12 feet, the shallow part was 3 feet, but it did not say feet. It said 12, 10, on down the line. This was a group from Europe who saw the numbers and assumed it was in meters, not in feet. A jury found the operator negligent. He knew these people were from Europe. He knew that Europeans measure their distance in terms of the metric system as opposed to the linear system. He was negligent, so those are the kind of things we should look out for.

It is impossible for me or anyone else to stand here and give you a laundry list of things to look out for, but the name of the game is this: what is necessary and reasonable to protect the persons using the pool? If someone is injured the jury would no doubt use what is a reasonable test. Basically, what would the reasonable man in that type of position assume the danger would be? The second thing that they would look for is: would the reasonable man assume that what did happen, did happen? So be very careful about housekeeping as well as supervision.

Something that we are seeing more and more of in terms of ascertaining what is negligent are use of standards promulgated by many, many groups such as the National Swimming Pool Association, the American Public Health Association, and more recently the Consumer Products Safety Commission. These groups have set guidelines and standards for the construction and operation of a pool -- probably more the former than the latter. While a court probably would not say that if you did not do that you are automatically liable, a court would definitely look at those standards -- the standards promulgated by those groups to ascertain a certain general level of standards that a reasonable man in that position would adhere to.

One final point. This is something that I hear all the time. You meet with people who are running pools and you tell them of the problems and safeguards. They say: "Oh, it doesn't matter. Everybody who joins my pool signs a waiver, and the waiver says that the Y is not responsible for what happens to their patrons." It is probably as valuable as the paper it is written on, probably less. It is worthless, generally worthless, because a court is going to say there is no way that there can be a present excuse for a future act of negligence. One simply cannot sign off his responsibility that easily. Basically, that is it. I have intentionally made my presentation short so that we can have more questions and answers - more feedback.

Tom Watford: I will address an issue that is very similar in its day-to-day function as that of Bob Jenkins. Bob Jenkins is the legal counsel for our organization. I am in a newly created slot referred to as a Risk Manager. We both came aboard about the same time. While I am certain that everyone is familiar with the responsibility and day-to-day functions of an attorney, lawyer or counsel as we refer to them, I find myself in a position of constantly explaining what I do. So, I will start with an explanation and go from that point.

The role of a Risk Manager many of you term as the insurance person on staff. I have the responsibility of being responsible for insurance, safety, and security on a national basis for all of the YMCA's across the continental United States. I think that when they wrote my description they said: "You will be responsible for buying insurance or making sure that we can get it as cheaply as we possibly can." I would like to say that the only place that you find cheap is in the small towns, outside of hotels that charge $9.00 a night for rooms, and we don't find very many of them anymore. I would like to give you a six point overview of the role of a Risk Manager and then I will try to address some of the concerns that you might have.

The first role of a Risk Manager is to identify the problem and that is to discover an act that could cause an incident or risk of financial loss. Number two would be evaluation. That would be to determine the frequency and severity of the incident exposure. Number three would be elimination. That is, to try to totally eliminate the exposure. Number four, if I am not able to eliminate it, then to try to reduce it. If it can't be eliminated, to reduce it so that it can be self-assumed. Number five, a non-insurance transfer. If three and four are not possible, transfer the risk to a third party such as the manufacturer of equipment. Number six is very simple. If all else fails, you insure it or you call me and pray that I can get it for $500 less than the next person.

Legal and Legislative Issues

In the time that I have been aboard, I have spent a considerable amount of time visiting many YMCA's, taking a look at the exposures, making recommendations of things to be corrected, spending time with our legal staff, inspecting, evaluating, and making recommendations to correct many of the problems that we have found. Some of the things that I am going to address are not going to be totally water-related, but I am going to address some areas that could lead very well to the swimming pool incident, but talk about other liability exposure areas.

Number one, I would like for you to remember, if nothing else out of the meeting today, that I perceive any time you take the responsibility of teaching a person to swim, transferring a person from one point to another, that person is in your care, custody, and control, and in the insurance industry we consider that the three C's. That person becomes your responsibility, and it's the prudent business person act that we perceive that you take to make sure that you have done everything to provide a safe environment for that person. We are dealing in this instance with many handicapped persons and I know for a fact that we transport them in vehicles. We provide facilities for them with handrails, guardrails, ramps and the like. OSHA and many governmental regulating bodies have said that certain things had to be done. They were done, but how often do we within the organization utilize the facilities available to inspect these areas to make sure that they are still safe. I was with an insurance representative not too very long ago, and the handrail leading to one of the major facilities at the top part had the screw coming out of it. A person could have been wheeling up, heading for the swimming pool, and grabbed hold of the rail and not been able to make it.

Some of the things that we are finding are that we feel that for a long time we have been immune from many of the areas where suits were involved. We did not have that problem in the past, and we, within the organizations, most of the non-profits, were immune. No one would sue us. In today's society that is no longer true, and we, as the instructors, we as the persons who are the program planners and directors, have a responsibility of taking a few additional minutes and a few additional pages of putting the program together to make sure that we have included in the program provisions for safe environment for the persons who come to us for training, for the recreational activities, and in order to do that many of the things that Bob alluded to -- the inspection of the surrounding areas, the areas regarding loose tile, handrails, flotation equipment, whether or not it is operational, how often do we test the equipment -- it is something that we need to include in many of our programs. I have talked to many of the persons who are involved in activities and they say, "Well, I have never pulled a check list. I don't have a check list."

From my end of the business, I take a look at that and that is very important to me simply because it is important to the insurance companies, because for a very long time we have been included in the activities and we have been rated with regard to insurance premiums along with country clubs, health clubs, and the others. We are fighting to try to have this image changed. We are trying and we have had several meetings with major carriers who said to us that no one has ever told us really what the YM or YW does or what many of your organizations are all about. And as they got into many of the activities, we put them into a general class. I have talked to some people from one or two of the other organizations and we find that our Workmen's Comp rate is basically the same. So what is happening is that we're becoming on a national basis with the insurance carriers, asking them to tell us what it is they look for so that we can better assist you in providing a safe environment for the persons who come to you to be involved in the activities on a regular basis.

Bob and I have shared many late evenings and early mornings via the telephone or at the airport exchanging minutes, notes, and comments with regard to the many lawsuits that are arising out of water activities. We have three that are in astronomical figures that several years ago, or as far back as five years ago, would never have been presented.

When we are talking about water safety, I have a great concern for transportation safety, and I brought along an article that was handed to me recently. Many times in the transportation of persons who come to us for activities, we find that we utilize special vehicles, recreational vehicles to transport them to summer activities. I find that we are using a lot of watercraft. I would like to say to you that if this watercraft is something that was leased to you or you have been allowed to use by some other organization or some group, please, before putting ten, fifteen or twenty people on that watercraft to go from camp A to camp D, along whatever lake or river is in your community, make sure that it has a U. S. Coast Guard certification. Make sure that it has adequate flotation equipment. Again, as I told you, these are my roles to try to bring some of these things to your attention. We find many times that personnel are transported in vans that are designed for eight people, ten people. I'm finding very, very frequently that we are transporting twelve, fifteen, twenty persons without seat belts. It doesn't sound like a real problem. It is not a problem as long as nothing happens, but it becomes a problem the time that there is an accident.

Really, what we are trying to address is the area of prevention. Often, I know, the big drive is on to move toward the area of "let's get the kids in the pool; we have forty kids here and we want to get them certified." We are asking and we are saying that in today's mood and in today's society we are finding that it is far more, or sometimes a little more advantageous, to take a few additional minutes to address an issue or to ask a question of a safe environment as opposed to being concerned. I know that we are all in the people business, but we are finding that there are some people out there who are in business that is other than the business that we are in. It does not always have to be a total suit or a total case of negligence. We are finding that even the slightest incident lends rise to depositions and far more time in defending an action that could have been prevented with just a few additional moments than most would like to spend.

Overall, since being involved in the area of Risk Management throughout the national organization, I find more and more of the organizations that are presently without Risk Managers or Insurance Managers or Directors of Insurance Services are going to be moving toward this area. Risk Management is an area that is as old as industry itself. It has moved into the non-profit areas, and has become an area that has lent concern in the last five, eight, maybe ten years in the area of Risk Management in the non-profit areas. For years the insurance coverage for the activities that we are involved in on a day-to-day regular basis was minimal. If in fact most of us carry it, it was handled by the guy down the street. It was never a problem. We are finding now that the market place is tight, the coverages are becoming far more sophisticated than we had ever contemplated, but we are finding more and more persons like yourselves are asking questions like: "Can I be sued?" "Am I covered?" "If I am doing my job, what can happen?" And we find many contracts are written that do not really include or do not adequately cover many of the employees, so we are working within the organizations to make sure that all parties are involved, either for Workmen's Compensation coverage, whether for general liability, or whatever. As I said, as the industry tightens up we find that many times the person who was able to place the coverage in the past is not able now because the underwriters are saying that we don't really and truly understand what it is that you want insured.

We just finished with a review of an MSC contract, which is really and truly a consulting service. They consult everywhere from swimming down to psychiatric treatment, drug abuse, and the like. The insurance companies say, "No way -- because we are not covering you for that." We were able to get the coverage. You are going to be confronted with people asking things that were not asked before to make sure that before certain things are done that you have a mental check list, that you as the person responsible for the pool make sure, as Bob said, that the tile is in good order. If it is not, make a report. Slips, trips and falls in the past that were just commonly accepted as true accidents, now become big issues. We used to say that if you fall, you were able to put a Bandaid on it, and the person would take off and you would never even hear from them again. We find now that if a person falls in your institution and they get up (tape ran out at this point).

Persons who have been rejected or refused admission either during the day or night or what have you, are persons who find ways to enter suits. More times than none, these suits are entered and it is more the defense than the actual payment that takes the time. It becomes very time consuming to be involved in depositions, trying to remember what happened on June, the 18th. If you witness an incident while you are on duty, while you are involved in the organization, please get to the point that you will not try to retain it mentally, but will make note of it somewhere. Instruct lifeguards and personnel around the pool and in many areas of your organization that incidents, regardless of how minimal they might seem, should be recorded. I know of an incident that happened almost two years ago in Pennsylvania, and it was one year and 328 days later when they were served. The person that was involved in the incident was long gone, and there were no means of recapping it. It cost the organization or the company close to $4,000 to locate the person. There was no settlement, but had there been some means of recounting the incident that occurred, there could have been a cost savings. You say: What does that have to do with the premium? Every time an insurance company lays out a dime they look for 15¢ in return. It is a business. The better equipped you are to help them keep the defense and investigative costs down (you may not see it this year and you may not see it next year), somewhere along the line, it helps to stabilize a premium.

These are some of the things that are involved in my area, seeing the whole picture and bringing it to you as it addresses the area for which you are responsible. If it does not reduce the cost, at least it keeps the market available for you. The markets are soft. We are looking and hoping that we can better define the role of the responsibility of non-profit organizations so that we can sit with the insurance companies to give them a clearer picture because they see one side and we see another side and we see some of the things that we are being charged for. We are being overcharged. We see some of the exposures that are involved in our areas overall for which we could do a little more to make them a little safer. And, as we progress in our activities we will be supplying information in areas that we think will be helpful.

I would like to say that you, the directors, the personnel, who are on the firing line on a daily basis, remember the organizations that you want to join, the ones that send you information on a regular basis, the American Red Cross, the many water associations, the aquatic associations. If you have questions and are not sure if you are doing things that should be done or whether there are things that could be done to improve your position, either pick up and phone or send a memo to them and tell them that you need a little more information and need a little help. You can get as much help as you want if you will ask for it. What you are really doing is asking the person on the other end to do some research to help you out. If you don't ask, very seldom will they send it out. I find that overall, just very quickly and on a regular day-to-day activity, I can list maybe six or seven organizations that may or may not make sense to you. The construction firm who put the swimming pool initially usually has a consultant on staff that you can call if you have questions about the flotation, about the filter system, etc. Another is the company that supplies the flotation equipment. There is also the U. S. Coast Guard. Often a little organization, called Life Safety Code, which has about 21 divisions, can address issues that can be very helpful to you. Within your own little area, there is a group out of Washington, D. C., the Occupational Safety and Health Act of 1974, which has a section dedicated totally to watercraft and swimming pools. It is a matter of asking them to supply you with information to prepare a check list, so that you, yourself, and your staff can get together and recognize some of the things that could very well be causing a potential liability suit.

Think of the local fire department in your area. When was the last time in all of the swimming and water activities that you had, that you invited your local fire department to evaluate your rescue and escape plan? You are not going to have a fire in the pool, but you could have an emergency. Often you find that the doors and the means of exit are locked and have been locked for a long long time. I can cite you as many cases as you would like to know either on the first floor, the second floor, and the third floor of a YMCA in any town in this country where there is a door locked with either a two-by-four jammed behind it or a chain that cost $2.98 and a chain that cost $6.50 to keep the kids out. You know that you have the people on the inside that you have to get out also. What provisions are you making to make sure that not only are the persons that are coming to swim, but those same persons after swimming leave the organization? They leave the building. They are still your responsibility. Is the parking lot safe? Is the area around the building safe for their departure or their entry?

We are talking about the overall picture of the person who comes to your facility for training, recreation, or whatever. We are talking about things far more dramatic than just water aquatics. That person is in your care, custody and control and there are many things that we as a group and as an organization must do to make sure that we provide a safe environment for them.

Charles Harles: I'm sure that you all have some questions for these two gentlemen on this area.

Question: I work with a group of severely handicapped children in the school system and once a week we take them to the county pool. There is water safety and there are lifeguards at this pool. The trouble with these children is that they get excited and have a short attention span. Sometimes they take off and bolt. The way we have arranged it is that we work one-on-one. We have someone watching at the edge of the pool and several more covering the children back when they are getting dressed. In the event of an accident, how could we interpret, or how do you think it would be interpreted, in terms of necessary and reasonable care to protect the children?

Bob Jenkins: Obviously you realize initially that if you just brought these children to the county pool that the lifeguard they had there was inadequate. So, you have passed the first major hurdle. If anything goes wrong, and we always pray it doesn't, what does a reasonable lifeguard or operator of a swimming class do in that kind of environment?

Question: That is not what I'm totally concerned about. I'm not as concerned about accidents in the water as I am one of the children bolting and perhaps slipping on the side of the pool. We have about 10 or 12 children and five or six adults. There will be about three bus loads of children, with some waiting for their turn to swim. I feel like we have enough adult supervisors, but with as little attention span as some of these children have, I'm concerned.

Participant: I am not an attorney, but I have dealt with similar situations, but for any conceivable situation that might occur, you must take steps. The word "conceivable" is the key here. If you assume that the children may fall down, you have to have someone there to restrain them.

Bob Jenkins: I have two comments. First of all, that is exactly what I was going to say. The second thing that you said is that you are not an attorney, but you realize again that if something happens and somebody sues you that what is negligent is often going to be a jury question and that twelve members of the jury will decide. But I would agree that due to the fact that it is reasonable that you can assume that that could happen, that is foreseeable, I would have some other kind of chaperones or supervisors on the edge or something to catch them.

Question: May I now ask part B of my qeustion? If the facility is provided by the county, they were not negligent. We have release forms with the county in conjunction with the school board. In the event of an accident, if one party was negligent, would both parties be sued?

Bob Jenkins: Yes. Let me give you an analogy of something that happened at a pre-school for children from two to five or six. The pre-school was a swimming class. They selected the local "Y" in this town to conduct this swimming class and to use the pool. A child nearly drowned. When the parents sued, they sued both. They sued the "Y" because it was their pool and their lifeguard and their facility. They sued the pre-school because the pre-school chose the "Y". It is the same kind of thing in your case. They are going to sue the county and they are also going to sue you. Looking in my crystal ball, it is going to be much easier to get a recovery from you, assuming it was a private group, rather than the county. It is very difficult to sue the government.

Question: I just want to add one comment to this. The comment, I believe, dealt with knowing the behavior of the child before going near the water. Also, knowing how the child will react in the water.

Bob Jenkins: You can summerize this. The clause that those of us learn in the first week of law school is that the risk to be perceived defines the duty to be obeyed and that basically is what you were saying and you hear. The risk that you see and anticipate defines the care and safeguards one should take and exercise. That is the clause. The risk to be perceived defines the duty to be obeyed.

Question: It's a joint venture when you are using a facility like that, where you are using a county facility. I think that in a situation like that, that before you enter the pool it would best serve you to sit down and get a clear cut understanding of what your needs are. If they are not able to provide it, then back away until they fill that need. Otherwise, regardless of how it happened, you cannot get away from it.

Bob Jenkins: What is going to happen in terms of real life is that in real life the parents are going to sue everybody, but they are going to go after the deep pocket. It is easier to get a judgment recovery from a private group than a local government. So, therefore, they are going to go after you.

Question: What about a public group?

Bob Jenkins: You mean the local high school is using the country club pool? In practice it would be the same thing. It will be reversed. In other words, generally when a plaintiff counsel sues in this kind of thing, they use what I call a shotgun approach -- just scatter out. And they sue everybody. I've seen a complaint, a suit, where it takes a page and a half for just the defendants. And the courts are going to say everyone is jointly and severally liable and the plaintiff is going to go after the deep pocket, the person that they get the money from.

Question: Our local YMCA has both open and special instructional classes. If we do have or advertise a therapy or handicapped swim, we have to assess their needs and meet them at the front door and initiate all reasonable care. If they are in wheelchairs or on crutches and go from the door into the locker room, how much liability do we have if the "Y" opens up a program to handicapped for swimming?

Bob Jenkins: Again go back to what you said. The risk to be perceived. Obviously, depending on the handicap, your "Y" may need to exercise a greater standard of care than for a "normal" person. Hypothetically, let's say that you must go to something of a maze between entering the locker room and going inside the pool. A sighted person just walks down the maze. A blind person may have more difficulty, so you would have to make sure that you do not have obstacles lining the floor and that kind of thing. A higher standard of care. That is a hypothetical deal. Obviously, it would be different with handicapped.

Question: We have a program for fifth graders through Easter Seals. Could you and the primary facility holder, say the YMCA pool, require any person coming in to be accompanied by a member of the family if they are in some way handicapped? I see a problem here that if the "Y" is opening for this type of project, I see a cost factor here that could be prohibitive because many of these persons do need assistance in the locker room and if they have to hire additional staff to perform this it may be a prohibitive thing. Would it suffice to have the requirement that the family or someone other than a "Y" person accompany you?

Bob Jenkins: Now we are combining issues. On one hand there is the issue of negligence and on the other hand if you tell a handicapped person that he must bring in a family member and a non-handicapped member doesn't, that could possibly raise other issues. Maybe that could be construed as discriminating against a handicapped person. I don't know.

Charles Harles: There are a couple of things here. You cannot lump all handicapped people into one lump. So every handicapped person has to have an escort. There are a couple of ways where you can deal with it. Number one, if the people are so severely handicapped that they are going to be this type of problem, then there will probably have to be a special type of program that involves additional supervision and things of this sort. Another thing that is in some of the situations that you are talking about is what they call "assumption of risk". Especially if you can let the handicapped person know what the potential barriers are in that facility so that you can tell a blind person that there are going to be obstacles which you can show how to get through the first time. There you can have, not a waiver on paper, but a waiver about assumption of risk. A handicapped person knows what risks they are assuming by using your facility. One of the things that has happened since 504 and the mainstreaming idea has come about is that people think that they have to go to unrealistic expense and length to protect themselves in order to make their facilities available. That is not always necessarily true. Admittedly, it takes much more thought to enforce and you might have to give more thought than to your normal programs, but I think that most of the problems are not really insurmountable.

Tom Watford: If you are considering entering the program jointly with another organization and you are assuming additional liability, and assuming additional responsibility, I would very strongly urge that you meet with the principals of the other organization and meet with your insurance broker and theirs so it is clearly defined, and know where your liability ends and where theirs begins. You can far better do this by having each party meet before than to meet after, because you can clearly define whose liability picks where and for what. If you do it beforehand, it is far better.

Bob Jenkins: In the area of mainstreaming, you are into an area of liability if you are not aware that the person walking in off the street wants to use the pool and has a heart condition or an epileptic condition. If it is a special or protected program you have that right to protect. It is your responsibility to take every possible precaution, but if you are not aware of it, there is nothing you can do.

Charles Harles: A person could not demand a special standard of care if they have a condition which they chose not to tell you about. Many handicapped persons, especially who have recovered from cancer, or have epilepsy, do not want to tell you. If they don't want to, you are talking about assumption of risk in a way. In other words, if they have a special problem and they do not want to make you aware of it, then you have not perceived the risk as you said here. You do not have any duty to do anything about something you do not know about.

Question: Which must mean you have to ask?

Charles Harles: Not necessarily. You don't ask everyone who walks in the front door, especially if they appear normal, unless you are requiring some sort of medical form from every person that comes in the door.

Question: By way of clarification, are you saying that the assumption of risk is perceived, meaning that we are a YMCA and have X amount of activities, but if a person walks in who may have a condition and they do not tell us, if they have a failure or something happens, do we not assume that risk? We are not liable?

Bob Jenkins: Generally you are not to be liable assuming it is the normal program.

Question: Do either one of you gentlemen know of a Y that has anything on its application form for membership requiring a member to identify his conditions and what limitations he would have?

Bob Jenkins: I don't know about swimming. I do know that some of the cardiovascular programs do that. For non-specialized programs, no. It is the same as lunch time YMCA in any town. Many people want to come in and play handball. Joe Smith has a heart condition and has had it for twenty years. He wants to play handball with the man from his office. He walks in and pays his dues and you give him a key to the locker room. For two years he is fine. He walks in at 12:10 to play handball and falls over. You never knew he had a heart condition. You cannot be held responsible. You cannot be held accountable.

Tom Jenkins: It is a non-supervised activity. It is like saying that John Doe is a diabetic and he goes into a bakery and orders a milkshake and strawberry shortcake and pie, and has a seizure and dies. It is not the restaurant's fault.

Question: I have a couple of comments. The comment dealt with it being dangerous to not screen people for medical problems in the aquatics program. He was saying that at his facility this is a requirement. In the states of New York and New Jersey, this is very clearly written out in their sanitary code that they have one lifeguard per 75 patrons. You should check your state's sanitary code on this.

Bob Jenkins: You are talking about a broad form, general program. When you are talking about a specific program, I don't think that that would apply. We are talking about dealing specifically with handicapped persons. I don't think that that is a prudent business judgment. I don't think that we could use that and expect a court to hear us and recognize the fact that we have done everything in our power to provide a safe environment for those persons in our care, custody, and control. You are talking about bringing 15 handicapped children in. It really does not apply to a broad base of a beach where everyone comes there and is pretty much on his own.

Question: I agree 100%, but I feel that people involved in the aquatics area should be aware of this.

Question: I come from a large metropolitan group of sixteen branches and we have CETA people working for us. My concern is that that is a governmentally funded program. Probably four out of the sixteen branches are equipped to handle handicapped and people in wheelchairs. Are we liable if the other twelve branches refuse handicapped persons because they feel that they are not equipped to handle them?

Bob Jenkins: Do you mean liable for discrimination against handicapped? I don't know. I'll have to refer that to Charles.

Charles Harles: That is an unanswerable question, but I would say that you are probably in better shape than most. Since at least part of your organization is open to the handicapped, if you are closing certain facilities to certain types of physical handicaps for safety reasons, you are probably on fairly solid ground as long as you have opened up some of your facilities and are taking steps to whatever degree feasible making the other facilities safe.

Question: That is the key question. Many of these facilities have the pool down in a hole and you have to walk down to the locker room, sometimes two flights and some are very, very old. Are we supposed to start renovating those buildings to handle these special people? Or can we tell the person who lives two blocks away from a facility that we are sorry that he can't be handled in it, but that if he goes to a branch twenty miles away there are suitable facilities?

Charles Harles: These things are a matter of degree. It is a real problem because I think that often people did not perceive many of these things when the 504 regulations were written in terms of what some of the costs might be. In some cases it is going to be impossible to make a facility accessible in the sense of to a wheelchair or whatever. They are talking about program accessibility for the most part as opposed to purely physical accessibility and again the distribution of the facilities that you do have that are barrier-free. If the Y doesn't have a barrier-free pool in an area, and this of course is similarly covered by 504 on getting some sort of federal funding, there may be other alternatives. There may be other barrier-free facilities available in the community through another organization that the Y could have a cooperative agreement with, whereby handicapped members of the Y could use the pool.

Question: Are we going to be liable, though? Do you feel that we are going to have to have those alternatives?

Charles Harles: I would say that the Y or the organization involved would have to have at least a plan. They would have to show a good faith effort that they looked at the accessibility of what they have and are taking reasonable steps, which is the undefined part, to make as many of those facilities accessible as possible and if possible offer alternatives. This question comes more to light in the education field. I have never had it come up with regard to this area. In the educational field, it is quite often easier to find ways of offering alternatives, by offering the same courses at one campus or another or switching classes to lower classrooms. I will admit that the swimming thing would be a tough one. Often you are just not going to be able to accommodate.

Question: How much certification should the instructor have to certify others?

Bob Jenkins: Each person should be at the high level of swimming instruction. I personally am not that cognizant of the levels of swimming instruction. I would rather not answer than give you a wrong answer.

Question: According to standards, the Y insurance policy covers the director, the instructor, volunteers, and the lifeguard in the case where an injury occurs. Will everybody be sued? The YMCA, the owners, the instructors, the volunteers, guards?

Bob Jenkins: That would very well depend on how the program is written. The normal interpretation in the insurance industry is that as long as the person is in the employ or a volunteer and is acting on behalf of the name of the insured, the YMCA that you speak of, then the insurance coverage to the limits of the policy would extend to cover that person.

Question: That raises another question then. The question was dealing with a volunteer or assistant instructor being aware of the insurance coverage and with the limits not being high enough on the insurance policy.

Tom Watford: As I said, there are no standards at this point of the coverage to be carried. There are recommendations. This will be acted on in May of this year in Atlanta and the limits will be increased. Presently, these limits range from as low as $50,000 for a whole organization to an average of about $300,000. This was one of the first recommendations that was made in my office. In present day society we should consider making a million dollar liability available for YMCA's who participate in such programs. You must understand something else. In the YMCA structure, we have 1,832 YMCA's in the country and they are all completely free standing, free and autonomous of the National Board, so we have no say in the million dollar limit, but we will carry, at this point, a recommendation. There is a concern among the membership and I think that a couple of these should be discussed.

Question: Back to a previous point, as far as having medical release on participants, is a correct disclosure of the medical condition by parents as adequate legally as a form signed by a physician? We send something home for parents to fill in special conditions about which they are concerned. Is this as legally valuable as a physician's form?

Tom Watford: On handicapped children?

Question: Right. These are people who do not want to spend money on a doctor's fee, so the parent supplies that information. Is that as legally adequate?

Bob Jenkins: It is valuable. If we are speaking of handicapped children, I would say it would be safer to get something from the physician, not that the parents are holding back, per se, but just to make sure that everything is there and possible consequences of what the child suffers from. In that way you get information from an expert and not from a layman. A parent can say, "My daughter has fits sometimes." Is she epileptic or what, and what is the severity of the ailment?

Charles Harles: It depends on what goes with the purpose of the particular type of release. If it is a medical type release, then the doctor is the one who should fill it out. If it is more of a permission slip type of thing saying that "Yes, I want my child to take part in the program" type of release, then that is something else. If you are concerned about the effect of a particular medical condition on that child's ability to swim or to take part in the program, then obviously your physician is going to be the one you are going to want. The parent might not really know the effect on their child's disability in the water because they have not had any experience with that particular thing, whereas a doctor might know from experience. At the same time the doctor or the therapist or whatever is less likely or unlikely to be able to release that child to the program in general. It would take parental permission to allow the child to participate in the program. You have to take a look at the nature of the release that you are looking for. Programs need both.

Question: Could the instructor of the program get that type of information?

Charles Harles: That is true, too, but if you are taking the medical information just from the parent, you are running some risk in that the parent might not be fully aware of the implications of that particular disability.

Question: Sometimes the parents are a great obstacle. Have any of you ever seen that opinion in writing? That is my personal opinion. I cannot convince my legal department that it is necessary. Is there somewhere where I can find words to that effect?

Bob Jenkins: I would suggest that you start with the legal counsel of your organization. I would very strongly recommend that. We are dealing here with the laws for one state, one town, one municipality. I would strongly urge you to meet with your executive directors, your legal counsel and express your concerns. You might also have the broker from your insurance company in on it. We are sticking to generalities here, but there are many issues. I don't expect that we can pinpoint a situation. I would suggest that you start internally.

Question: Can the person who hired an instructor be held liable if he finds out that the instructor is not qualified?

Bob Jenkins: Yes. It means reasonable care in hiring the right people. If there was a job as a lifeguard in your pool and I applied and was hired, they would sue you because I am a very poor swimmer. You should know that.

Comment: Can I add something to that? In an article that I read it stated that not only could the person who hired the instructor, but the operator, the maintenance crew, etc. be held responsible. I know of situations, too, where a child died and it was directly due to the negligence of the swimming pool maintenance crew.

Bob Jenkins: Historically, I think that is true.

General Comments: We cannot ask information from a person with special needs or special accommodations that we do not ask of other people unless it is a specifically defined program set up, say as a recreational therapeutic activity. If you are doing equal programming for everybody and ask the same questions whether you are doing a water program or an exercise program, you ask everybody the same. You have the same information come back on them.

At this point it was announced that Ms. Harris from the Office of Public Affairs brought some 504 regulations and other materials which are available to anyone interested. Additional materials will be mailed on request. Questions will be answered by calling either the Regional Office for Civil Rights or the Headquarters Office in Washington.

Legal and Legislative Issues

Charles Harles: Our next speaker will be Laurence Hewes who is a Washington attorney with Bosberg, Hewes, Finkelstein, and Klores. This firm specializes in looking at federal laws and regulations and trying to effect a legislative process. Larry and his firm have worked with the YMCA National Office and the United Way of America, especially in the area of federal grantmanship, not looking at individual grants, but at the overall federal processes involved in grants to private non-profit organizations. Larry will provide some background and some current information on what is happening in this area of the law in Washington and how it might affect some of your programming.

Laurence Hewes: I have some material that I would like everyone to have because I think it will be a little easier to follow. You all have heard about subjects that are dear to your hearts, such fascinating subjects as insurance and the whole subject of 504 and how that affects you. And I know Charles is talking about legislation and legislative prospects and those are all pretty exciting subjects. I thought that it might be useful to talk about a subject which impacts on all of your organizations, but is to a large degree invisible. And that is the subject of federal grant standards, the federal standards which are promulgated by the government to assist in the administration and cost aspects of grants, and I have prepared a brief outline and I have also given you a little brochure because in spite of the fact that we have over a hundred billion dollars a year in grants in this country now, we have as much in grants, discounting Social Security and all the titles of Social Security which include Medicare, as we do in the federal procurement system, the bulk of which you probably know goes into the defense and space industries. Yet until relatively recently there was not a single research resource (written resource) to turn to in which was collected all the federal-wide statutes and regulations and comptroller general opinions and court cases dealing with this subject, in which was collected chapters for each agency which has implemented regulations under these federal wide statutes and regulations until this Federal Grants Management Handbook was published a couple of years ago. It has just been substantially revised which is the reason I wanted you to have the little brochure because each of you has some responsibility in those areas to the extent that you are in the area and your organization does, too. It may be something that you want to take a look at on the plane back home.

The grants area is a fascinating area. It really has grown like Topsy, and it is only now, when it reaches a hundred billion a year, being thought of at the federal level, at least, in an orderly fashion. Can we develop some kind of an overall structure to deal with these billion of dollars that are going out to hundreds of thousands of organizations all over the country? There has been a great deal of effort in Washington, both on the Hill and downtown -- the Dale -- to try and deal with this. I would just like briefly to try to cover this area to give you a sense of the overall structure within which you operate. As I say, it is frequently invisible. You probably do not deal with it very much although it impacts on you very much and you have rights under it and your organization has rights under it which many organizations are not aware of, and in fact, the federal government is not aware of. I had a telephone call from a family child service organization in San Francisco about a month ago. They were being funded by CETA through a prime sponsor. The prime sponsor came in (a county, I think) waving a document in their faces saying that they could not do something. The document was called A-102, which is a circular published by the Office of Management Budget. They were a private, non-profit organization and they said, "What do we do now? We have these records all over the room. These guys want to come in and open up all of our files. We are honest, but this is really going to disrupt us."

The prime sponsor did not even know that this A-102 that it was waving in their faces was not the proper document so that one was fairly simple to deal with. It is an area where paper seems to flow freely but the right piece of paper does not often flow the right way. I would like to try and see whether I can give you a sense of what is what in that area.

There are a number of laws that authorize, thousands of laws probably, particular grant programs. I am not going to deal with those. There are a few laws that authorize all grant programs being administered in a uniform way. The Office of Management and Budget as it is now known (it used to be known as the Bureau of the Budget), is primarily responsible for developing and issuing what are called "circulars" to all the agencies to establish uniform administrative standards, uniform standards under which grants are administered, and uniform cost principles, uniform principles respecting the costs of grants. This was not terribly significant until the late 60's when there was a plethora of grant programs passed, added to the base of programs. Enormous amounts of money began going to states, cities, counties, non-profit organizations, schools, colleges, universities, and medical schools, for man-power, economic development, urban and poverty programs. What developed was utter chaos and so the Office of Management and Budget (BOB then, OMB now) began to look at the question of how to standardize administration and costs of grant programs. How could we establish a central system for all these hundreds of different statutes and programs within statutes being administered in these areas under grant programs?

The first thing issued is Circular A-102 which does not really impact on you very much, but it establishes a set of uniform administrative standards for state and local governments. This was followed by a document which is very key to you and that is called Document A-110 and that establishes uniform administrative standards for non-profit organizations. I know that many of your organizations and many organizations like yours are not prime grantees, but you are sub-grantees. If you are in the CETA program, there is a prime sponsor and you are not the prime sponsor; you are the recipient from the prime sponsor. Technically you are a sub-recipient. In many other programs that is the case also because states and local governments receive the funds. Each of the agencies, or many of the agencies, had their own standards so there was a kind of crazy quilt of standards that developed with no uniformity. The federal Procurement Regulation is a standard set of procurement regulations which govern contracts, but they do not cover grants with the exception of the cost area where they lay down very general principles which are really not satisfactory. HEW, as usual, because of the massive number of grants that they administer, was foremost in the field of developing the best set of standards that were at least HEW-wide. Many agencies left this to the programs within the agency so that within an agency you had five or six major programs and you would have five or six different sets of administrative standards, so as a grantee -- if you happen to have a grant -- from two or three of those, you would be facing two or three types of administrative standards and cost standards if they even promulgated any.

As a consequence OMB put out A-110, and A-110 says in effect that each agency has to issue a set of implementing regulations which follow the requirements in A-110. This is significant because it means that each of the agencies that had standards have to review them, bring them into line with A-110. Each agency that doesn't have a set of standards has either to promulgate a set of standards that is in line with A-110 or has to be bound by A-110 itself. A-110 was issued in 1976. HEW worked for two years and came out this year with a set of standards. DOL (Department of Labor) came out with a set of standards that are lousy and the reason they are lousy is because DOL is procurement oriented. They do not have in the Department of Labor, as they do in HEW, a central grant policy and management office headed by an assistant secretary with high level people in it. So, DOL has a set of regulations out, but they leave a great deal to be desired. Community Services Administration, the Law Enforcement Administration, ACTION, which are some of the agencies from whom some of you might benefit, have also promulgated regulations under A-110. Those agencies who have not are bound by A-110. There are a number of issues in A-110 which are important. First of all, because of work that was done here by private parties, A-110 was made to apply to sub-recipients. Let me give you an example. If you receive grant funds from a state or local government, that state or local government must follow what is called the administrative standards in A-102 which is the OMB circular applicable to state or local governments, but it is giving the money to you who must use A-110. That is what I mean by flow-through. That A-110 applies to sub-recipients even if the prime grantee is not a private non-profit organization.

You are a private non-profit organization. You can look to A-110 regardless of who gives you the money. Now there are some statutes that may have their own requirements and of course a regulation cannot override a statute, but as a general rule that is the case. Termination for convenience is another area. It must be mutual. The government cannot terminate you for convenience on its own motion. It must do so with you and you must both agree that it is in the best interests to do that. It is also applicable to advance payments which, with respect to sub-recipients, is an important subject because many of you have a difficult time front-end financing programs, and case and letter of credit advances can be very important. We find that with many private sub-recipients the state will ask for advances. It will get the money. It will stick it in the bank. It will keep the interest and will not give you the advance. Or, it will not even agree to ask for the advance for you. You have a handle now. You didn't have a handle before.

Program income is another problem area. I do not know how many of you had any problems in that area, but the general rule for example is if you have a 50% matching grant and it is a million bucks, the government is going to put up five hundred thousand and you are going to put up five hundred thousand. Suppose you have a program in which you charge fees for something -- say it is a day care program -- and you charge some nominal fee to cover administrative expenses, and you have a publication and you charge for that. The gross income that you receive from that is applicable to your share. So, if you put up $500,000 and you collect $50,000 that is one million and fifty thousand dollars, and the government says that in that situation if it is program income, our share just went down by $50,000 and your share just went up by $50,000. So, it is important to know what is program income and what is not program income. Not everything is program income. The government will tend to claim -- I have seen this most frequently in CETA programs, the prime sponsors who are not terribly sophisticated in this area -- that a lot of stuff is program income and that therefore you owe them a lot of money back. Where it hurts is that you are at the other end of the program. You have spent the million dollars and the government says you generated fees of $150,000, "I want $150,000 back." So, it becomes a critical question sometimes. With some agencies, $150,000 is the difference between life and death. The question of outside contributions can be relevant. A number of states have developed screwball statutes which impact on this same question, on this same matching funds question. If you receive outside charitable contributions, whether general or specific, sometimes a state (California for example, for a long time under Governor Reagan), indicated that you had to give back to the state money equal to that outside contribution even if it was not specified for your program. The federal government holds that that is not the case, and you have a handle on the state from the point of view of federal law there.

A-110 covers a number of areas. It covers cash depository which sets forth standards for the use of banks and other institutions as depositories of funds advanced under grants and other agreements. You have some standards there. I want to run over these very quickly because frequently a state or a county or another private organization will tell you that you may have to do something in these areas. It may well be that you do not have to do that.

Bonding and Insurance. These are all prosaic but very important, tough to get, involve premiums, involve time and effort. You ought to know what your rights are. Record-keeping, a critical area. It says specifically that other than the requirements that we put down in A-110, no other federal requirements may be imposed on agencies. Because of the way that A-110 is structured that means if you are a sub-recipient and A-110 is applicable to you, the state cannot impose additional requirements on you unless there is a specific state statute that is not preempted by federal law. Program Income, as I have mentioned. Cost Sharing and Matching. And then the whole question of Financial Management Systems and Financial Reporting Requirements. All this is terribly dull in the abstract until you get some person in there with a green eyeshade from your prime recipient or the federal government who wants to spend the next six months rummaging around in your records. Financial Management Systems sets forth standards for such systems of recipients. Federal sponsored agencies do not apply the standards unless they are required by statute or elsewhere in A-110 and they are supposed to provide for accurate current disclosure, records to show income and allocation of funds, control and accountability of funds, comparison of outlays with budget, procedures to minimize time between transfer of funds and disbursement, and a number of areas. Suffice it to say that it is very important for each of you to have a competent accountant and auditor, either in-house or outside. The outside is going to be more credible to the federal government than the inside. Frequently organizations use both. If you think that you are saving money by not having a competent outside auditor familiar with federal requirements, you are making a serious mistake. I have seen in our office a number of organizations with multi-million dollar budgets go up the tubes for that reason.

Financial reporting requirements again are the same kind of thing. You have to keep good records. You must know what records to keep and how long to keep them. The general rule is that you have to keep them for three years and they have to be kept for three years because the federal government can come to see them whenever they want to go over them for that period of time. Monitoring and reporting program performance is another kind of reporting requirement. This is the kind of thing people hate about Washington. Payment requirements, revision of financial plans. If you are going to deviate from the financial plan you set up you have to follow a particular procedure. You cannot just call on the phone or just decide with your board that things are just not quite working out like that budget and time schedule were set up. So your agency will just make a decision to go ahead and extend the thing. Who cares? You are doing a good job and it is fine until you get someone who does care. Close Out Procedures. That is the process by which a federal agency determines that all applicable administrative actions and all required work have been done. Sounds simple, but it isn't necessarily. Then you get the whole question of Suspension and Termination Procedures.

I know that none of your agencies are going to call that on themselves by lack of performance, but sometimes you get problems at the prime recipient level. Your prime sponsor or the federal government may have a lock on funds, may run into some hard times, and they are going to try and take it out on you. We don't have the money. Maybe we ought to terminate this thing or suspend it for awhile. Meanwhile you have a staff to pay. You ought to know what your rights are there. Are there standard forms for applying for federal assistance and property management standards? Who owns what property that you have? You buy land. You build a building. You buy typewriters. Who owns it? Who owns it when you finish the program? Who owns it when you are doing the program? This is a set of complicated procedures, not complicated, but they are long. That is very briefly the kinds of subjects that are covered in A-110. Uniform Administrative Standards. The benefit of A-110, again, is that the regulations are uniform. They apply throughout the federal government and any regulations by an agency promulgated under that has to meet those requirements.

The second area is Uniform Cost Standards, and very simply, there are no Uniform Cost Standards at this moment in time. HEW has the best set again. OMB is working on a set of uniform cost standards applicable to non-profit organizations which they intend to publish later this year, early/late spring. The purpose is to provide principles for allowing costs, that is to say costs which the federal government will agree can be covered by federal dollars from the federal government if you are a prime recipient or by your prime grantee, if you are a sub-recipient. They are applicable to work performed by non-profit organizations not including health and educational institutions, state or local governments, or Indian tribes; in other words, all of you who are under grants and contracts. It covers the organizations that are here today. It sets forth a series of principles both general and specific. The general principles are general criteria for allowance of costs; what are reasonable costs, how are costs allocable to direct and indirect and not allowable. Advance understandings, composition of total costs, direct costs, indirect costs, allocation of indirect costs, and determination of indirect costs.

Again, with respect to your indirect cost rate, many non-profit organizations do not have an established indirect cost rate which they have established themselves by having an independent auditor come in and do an audit to establish that. They just go into the government and throw themselves on their mercy and the government says, "How about 3%", and they say that is terrific because that is 3% more than zero which is what they had last time. Three percent, it so happens, is probably about 37% lower than your actual indirect rate, and if you have a grant and you have a 40% overhead rate as a matter of reality and the government is giving you 3% or 10% or 15%, you are losing money on that grant. If you wonder why, at the end of the year, you are always in the red, that is a major reason. It is amazing how many organizations in the non-profit field will not take $5,000, even if they have to borrow it, and get an auditor to come in and establish an indirect cost rate. It is a simple arithmetic. If your indirect rate is 50% of direct personnel cost and you have a million dollar grant and your direct personnel costs are $500,000, that is 50% of $500,000 that the government owes you. If you let them give you a 10% cost rate, you are losing the difference between 10% of $500,000 and 50% of $500,000. You can figure out on a piece of paper how much that is. That is not money you have to fight for. If you have the independent audit to establish that, you will get it. Maybe the government will say they do not want to give you 50%, even though you have established it, but will give you more than 10%, say 25% -- 10% you got last time -- you have a handle if you do that. It is a very, very important area. The cost principles that OMB has been working on for three years now goes on to list fifty-one specific areas in which costs are either allowed or are not allowable. If they are allowable they are either allocable to direct or indirect costs. I won't read them all. They are listed on page ten and then at the very end of the outline and are all areas that are very important to you.

There are some specific areas of concern that you ought to be aware of. For example, when you get a grant, frequently it will contain a budget which you have worked with the agency to get agreement on and it is probably in your proposal. They will either take your proposal and make it part of the grant document or take the budget and make that part of the grant document. You look at the grant budget and you say that is my budget, that is what I can spend. Little do you know, that is not right. The government is not bound by that budget. The government is bound by the regulations in cost principles in the federal procurement regulations which talks about reasonable rights. If you spend money within your budget program for a particular item, then you finish the grant some time in the future, the government can come in and audit you and disallow that cost. We want that budget to control. We want the cost principles to stay and that a budget appearing in a grant document agreed to by the government and the agency is binding on the government. It is not now binding on the government. I am sure that there are very few people in this room or very few persons in the organizations who know that. Indirect cost and rate determinations -- again, many of you may have grants by more than one federal agency. You may have grants from the federal government and grants from states, etc. That money originates in HEW, and DOL and different agencies. Who do you go to? Who is the cognizant agency? Monday, the Department of Labor auditor comes in and wants to audit you and he spends three months auditing you and you say we got out of that. That's great. It's done. We've had that audit. You sit down to go to work and two minutes later the man from HEW comes in and wants to audit you. You say, "Wait a minute. We just had the guy from Washington -- aren't you from the same government?" He says that they do not accept the DOL audit. So, three months later when you are six months behind in your work, you may get by, but even if you do it will cost a great deal of time, blood, sweat and tears for everybody.

Who knows what they will disallow, too? That should not happen. There should be a cognizant agency. It should conduct an audit to the extent that an audit is required and that audit ought to be accepted government side. We are trying to push for that in the cost principles. Of course, the agency is going to fight that tooth and nail. The question of allowability of interest on borrowed capital and use of endowment funds -- I don't know how many organizations this may impact, but I know organizations that it does. You get a grant and you get that wonderful letter from the secretary saying you have been awarded a grant for $500,000 for one year to conduct this super program and one year runs from the date of this letter and you look for the check which is not there. Two months later the check is not there and in the meantime your year is running. You call Washington or the regional office and they finally deposit the funds in the bank on which you can draw and there are nine months left in that year. Then you can go out and hire people, but not until.

What do you do to avoid that the second time? You may borrow money or you may use your endowment, but if you do either one of those it is going to cost you money to do it and the government ought to allow the interest for expenses that you have to incur in doing this as an allowable cost. They now will not allow that. The same is true for certain limited fund raising costs -- the fund raising area is a very sensitive area. Many of you have to and do engage in fund raising and it is legitimate. Conservative fund raising which has a small administrative cost and is critical to your existence. The expenses or some portion thereof, perhaps on an allocation basis for the federal grants you have, should be allowed as an allowable cost. However, according to the federal government it is not now. That is basically the administrative area and the cost area.

That last area I would like to quickly cover is under the Federal Grant Cooperative Agreements Act of 1977 which was signed into law in 1978. It is a peculiar statute in that it sums up the craziness of what goes on in this city. It is a statute which defines contracts, grants, and this new thing called cooperative agreements. It requires the federal government to impose upon itself certain practices with respect to each of these three areas to use instruments which are applicable to those that follow certain kinds of procedures. This is all new. Section 8 says now that we have established all these new procedures in the grant area, we now want OMB to study the grants area to see how it ought to be done. There will be many reasonable people who will be ofthe opinion that the way it is done without that act and within the act, not counting the study, is not the way to do it. You are going to have an act which dictates how to do it and a study which comes in and says, do not do it. This is in the same statute - which is an amusing procedure. It seems to me what they should have done is pass a stuatute which had the two year review and after they finished with the review and the report was submitted to Congress with the blessing of OMB, they then could have looked at the whole system nationally and tried to deal with it. Now we have on our hands a two year study of which almost a year is gone. It is a complete, total review of the whole grants contract area to determine how grants should be administered and what the proper costs should be. How we should deal with the question of competition in grants? Who should get what and how? What should the new system be?

If any of your organizations take the Federal Register, whoever is responsible for that ought to be aware that OMB publishes its notices in the Federal Register concerning this two year study and you ought to take a few moments to give them your opinion. That is what the publication is in the Federal Register for and there is one in now. Comments are to be submitted until early February. You are going to get a system that is going to set in concrete the whole grant structure - the overall grant structure for years to come and you have a legitimate input to make. I would like to see you make it because it is important for people to hear and understand what reality is. They live in a reality of their own, but they do not understand what you are doing down there unless you tell them.

This report briefly indicates where the federal government is in terms of having created an overall structure for uniform administration of grants and uniform cost principles applicable for grants. I would be happy to answer any questions.

Charles Harles: I know that we have been aware of the work that Larry and his law firm have done in this particular area and believe me it is important. It is the type of thing that you do not run into every day, but depending on how these regulations and circulars from OMB come out, it can have a very real effect on what your grants are going to look like. Let me go quickly into the area of some of the Congressional action that might be affecting our programs. I will certainly try to finish my remarks by 12:00 and will be glad to stay beyond then if you have any questions.

Something has been happening in Washington over the past four or five years in the area of programs, not only for the handicapped, but for social programs in general that I think is going to have a real effect on some of our programs, namely, an emphasis on community involvement. It was not too many years ago, especially back in the 60's of the Great Society, that there were many federal programs, programs that you went to directly yourself. You went to the agent and based on your application you did or did not receive funding for your program. This is where most of the private, non-profit programs were getting much of their money. However, now there has been a turnaround over the past few years where the bulk of the money is going to state and local governments. Then we turn to them to get our funding for various programs. The decisions as to how specifically the money is going to be spent is more often made now on this local level. Even though it has advantages and disadvantages, of course, local decisions I think are quite often more responsibe to local needs. Quite often there are fewer federal regulations and in many big programs that we are working with now, instead of having this many federal regulations, we have this many. Then again, the state or local might, in turn, impose more of their own specific regulations on those particular programs.

There are disadvantages, too. It is a much more political process than the programs that I think we were used to back in the 60's. Back in the 60's, you would apply for a program and it was a large part based on merit -- how good your program was -- whether or not it was really needed. Now you have to work with the city, the council, the mayor, and they are quite often more interested in what the program is going to make them look like or how much community visibility it is going to give them, rather than whether it is a needed program. We have also found that this type of program quite often favors the governmental program as opposed to the private, non-profit program. Their bureaucracy is set and they want to continue to feed it. They use these funds quite often to do that.

Some of the programs that I am talking about are funded by Title 20. I know that some of you probably get funding for some of your people through that. Revenue sharing provides billions of dollars. Community Development block grants -- again this is becoming a major source of funding for not only bricks and mortar, but some services are provided in community based organizations. CETA is another good example. How are these programs affecting the handicapped and aquatic programs? Some to a great extent -- some to a little extent. Title 20 is a federally funded type traditional welfare program with services targeted to the disadvantaged, the aged, the disabled. We found, though, that the money is quite tight.

Revenue sharing is another program that has great potential, but just never has been realized. I think some statistics show that something in the neighborhood of less than five percent of the funding out of revenue sharing goes for social service type programs, even though it would look like, when you look at the reasons behind the legislation and what it was intended to do, that there would be more usage of this. I think much of the problem is that revenue sharing has been used for politically attractive programs. I am afraid that the kind of programs we have quite often are not politically attractive. We do not have police cars that cruise around, armored cars that some of them are buying; they are not the type of thing that the Mayor can get up and say, "I've put those new roads in." And it's not that great to say, "I've put in an aquatic training program."

CETA has been heavily criticized last year, as everybody knows. If anybody picked up a copy of the budget yesterday or looked in the paper last night or this morning, you realize that CETA is in a little bit of trouble with the Carter Administration, especially in the area of public service employees. This is something that was very advantageous for many non-profit organizations. It was a fairly good source of cheap labor, if you will. I think though that CETA will continue to provide some short term help at least for our type of facilities, our type of programs and social service areas, mainly because they kept this $10,000 ceiling on the jobs that can be taken by PSC employees. More often than not the local governments just don't have the job slots that meet the requirements, whereas most non-profits quite often do. Even though the number of public service employees is going to go down drastically over the next yers or two, there is a chance that the non-profit segment will get a larger share of those remaining public service employees.

The two programs I want to spend a little bit more time on here are the Community Development Block Grant Programs, and some new provisions under the Rehabilitation Act. I think these can have a very direct impact on the types of programs that we're talking about in this conference this this week. The Community Development Block Grant Program is a relatively new program. I think the original legislation was 1974. It was a substitute for many different programs, mainly the Model Cities type program. It's geared toward urban neighborhoods that need some relief from unemployment blight, poor housing, and it was used basically as an urban renewal type of funding. It's again the type of money which goes from HUD in Washington to the local governments on a rather complex formula. Most of the regulation, and almost all of the decision making is on the local level. If you ask somebody in HUD whether or not you're eligible, whether your program would be funded or not, you are not going to get much of an answer. You are going to have to work very closely with the political process in your community to take advantage of this money.

Some of the things that make me feel that this is potentially a good source of funding for the types of programs you're talking about is that about two years ago we managed to get the legislation amended to include centers for the handicapped as one of the specific eligible activities. This came about because most centers for the handicapped, rehabilitation facilities, recreation facilities, etc. for the handicapped are community wide in nature, and the Community Development Block Grant funding was intended to favor neighborhood based organizations. And so they told us that, "You're eligible because you're community wide; you're not concentrated in these particular neighborhoods." We were able to get the law changed so that now centers for the handicapped, public and private, are not as limited as the neighborhood centers. There are a variety of types of eligible activities under this: acquisition, instruction, rehabilitation of facilities, funding of certain public services, and removal of architectural barriers.

In some communities the amount of money available is quite substantial, well up into the millions of dollars a year, and in the smaller communities much smaller amounts. There are some things you have to take into consideration if you're thinking about utilizing this type of funding. Number one: they do still have the neighborhood strategy areas. They have a community development annual plan they have to submit, and they have to target the areas of that city or town that are going to receive the bulk of the funds, and you have to either have your facility in one of those areas or be serving predominantly at least people in those areas. These people have to be low or moderate income people. There are annual plans that you can look at to see how you might be able to fit in there. There is substantial requirement for public participation in these programs. This is very important, because again you have to give yourself a great deal of time to get involved in this type of program, because they have these annual plans, and they write in particular projects or what the drift of the funding for that next year is going to be. You have to get in on that ground floor, and make sure that the type of activity that you are interested in having funded is included in that annual plan, so that when you put in your actual application it's not going to be turned away because that is not a part of that city's annual plan. Some of the public services that might be funded are recreational needs. This is specifically mentioned in the regulations. Another interesting aspect of the public services they will fund -- the coordination of public and private efforts. They do have a three-year limit to the public services that can be funded, and they must be tied to some physical improvement under the plan, not necessarily something that you have done, but you need to tie it to some neighborhood strategy, physical improvement. It has to be geared to the residents of the strategy area, and it has to be a new or increased service. They are not going to come in and fund your existing services. You have to show that other federal assistance is not available, which in this day and time is often not too difficult. There are some things which are clearly ineligible, such as public works, purchase of equipment, and operating and maintenance expenses. There are some restrictions on ownership of facilities. This is a real problem we had in that they would come in and say, "Oh, you can't have title to any of the property, you know; it has to be within a public agency as opposed to a private." We got that changed so that a private agency can obtain title to property under this program only if your program is open to the public during normal business hours, and no excessive fees are charged. This was meant basically to prevent neighborhoods from building private cliubs just for their neighborhood type of thing. It is a problem that I think disappeared.

I have one copy of the regulations up here which I will leave up here, and I think it tells on the cover where you can get copies. I think that it is a program well worth looking into, especially if you need to make physical improvements and you are in a predominantly low income type of area. It can be used for removal of architectural barriers, which I think in this program can be very important.

I am not going to talk about the Education of all Handicapped Children Act, even though this is the act which is funding the Project Aquatics Mainstreaming. This is where mainstreaming originated, if you will, and it has received a great deal of exposure. I think that this is one of the programs where you will need to work with your local school people. You can find out more from them about it.

The one thing that I did want to bring up very quickly, and I've got some pass outs here that you can puck up after the session, is recreation programs under the Rehabilitation Act of 1978, which is what I call it. I think the real title is Rehabilitation Amendments of 1978. Under the old act, which they call the 1973 Act, there were only two major recreational projects funded for the handicapped, and these were (Pala) Project types of things. One was in Wood County, West Virginia. It was a multi-million dollar operation. One in Minnesota called Vinland National Center stressed the relationship of health and sports activities. It has everything from swimming to skiing for all sorts of handicapping conditions. Under the Rehabilitation Amendments of 1978 I have some good news, hopefully. Section 316 provides grants to states and public non-profit agencies to pay all or part of the cost of initiating recreational programs to provide handicapped persons with recreational opportunities to aid in mobility and socialization. Some of the listed activities within the law are scouting, camping, 4-H activities, sports, music, dancing, handicrafts, art, and homemaking. Even though swimming was not specifically mentioned in the law itself, it was clearly included in the intention behind the law. The law does stress the use of existing resources when at all possible, and noted especially that it wanted community based organizations to be utilized. Children's activities are for after school only, and the school activity type of recreation programs are to be funded under 94-142. This is a separate program. Where adaptive equipment or special personnel is needed, it will need to be an integral part of the recreation program. In other words, they do not want segregated programs. They want this to be a true mainstream type of program, and they want coordination of these special programs with other community activities.

Funding is going to be the problem. I think the reason this thing was in the act was that projects like Wood County, West Virginia, needed funding to operate the program that they had built over the past couple of years. Right now we're not sure what the funding situation is going to be because there were no specific amounts even authorized for this program. It was for such sums as may be necessary type of provision. Right now we don't know what the funding is going to be like. However, if agencies like the YMCA's, YWCA's, Red Cross, etc. properly lobby the Appropriations Committee to get this particular section of the Rehabilitation Act funded, I think it could be an excellent source of funding for exactly the types of programs that we're talking about this week. I would urge any of you who can to talk to Terry Lierman who is going to be on the program tomorrow. He is a staff person on the Senate Appropriations Committee, basically in charge of funding social programs such as this.

I think the thing to remember in some of these legislative initiatives is that more than likely you are not going to be able to go to any one place and pick up all the money you need to fund a program. You are going to have to go for multiple funding. You are going to have to do some fund raising. You're going to have to get some community support behind these programs, and all I can say is "good luck." I think we have the basis for establishing some really good programs in the areas in which you are working. The big problem now is to get them funded. I looked at the budget yesterday, and we have our work cut out for us over the next few months to see about getting a little bit more of what we consider equal treatment for the private service sector.

It is after twelve, so I will let you all go, but I'd be glad to stay and answer any questions anybody might have. I enjoyed it, and I appreciated your attention and your interest.

ASSESSMENT OF PROGRAMS AND INDIVIDUALS

Robert R. Dye - Presiding

Panel

Andrew S. Adams
Robert Janus

ASSESSMENT OF PROGRAMS AND INDIVIDUALS - Wardman Room - Tuesday, January 23, 1979 - 1:30-3:30 P.M.

Robert Dye - Dealing with accountability will become more and more important to all of us because we are approaching a time when accountability is going to be extremely important. This is true from three different points of view. All of us who are in funded programs now know that our funders are making us be accountable for our programs in very specific ways. It's not enough to assume that our programs are successful or doing the thing that we report that they will do. More and more we will have to provide critical evidence that our programs are indeed doing what we think they should do. That is one kind of accountability.

Another kind of accountability is accountability to ourselves as organizations. Each of us, as we try to do more and more things today, have to make the kind of choices, the kinds of priorities that determine where we ought to be putting our major energies. It is always helpful when you can look at an array of programs and look at some scientific measurements on how those programs are being carried on and then be helped to make the choice that you need to make. I think that we are past the time when we can use skip judgments as to whether we ought to put all of our resources in this basket, or this or this. We need more concrete evidence that indeed we are doing what we say we are doing.

And then thirdly, and this is not third by reason of importance, high on the list of needs we have to be accountable to our own perso[illegible] with whom we work - those people who enter into programs expect cert[illegible] kind of things and have certain kinds of assumptions and hopes and [illegible]pirations. We will be able to help those individuals assess themselves whether they are getting the kinds, making the kind of progress, getting the kinds of programs that will help them achieve.

For these three reasons, the accountability process is becoming increasingly important to all of us.

The next speaker is Bob Janus. He is in Prince George's County which is a neighboring county to Washington, D. C.

Robert Janus - Last year there were over 1744 special education youngsters who took part in some type of aquatics program. All categories of handicapping conditions - the deaf and blind, mentally retarded and this year for the first time, the secondary junior-senior high school very seriously emotionally involved students are included in the programs. For the first time in twelve years of providing special education children in aquatic programs, the school system has full control over the program - administrative, fiscal, program planning and implementation control.

This is the first year of the program so I do not come with a great deal of assessment service. I have, therefore, put together a package which is realistic for the town in the area of assessment and accountability. I will discuss some of the aspects of our assessment program and some aspects of the individual we are evaluating.

The February 1979 issue of the American Alliance for Health, Physical Education and Recreation Journal has an article by Louise Priest "Integrating the Disabled into Aquatics Programs". I would like to mention briefly some of the things she says that provoke some thought. She says that the philosophical issue of segregated swimming for the handicapped versus integrated swimming normalization process is in itself a very, very controversial area, that we who work with the handicapped children may be convinced that the benefits are completely positive. However, she feels we need to be very realistic about looking at this total area of integration, to give some attention to the negative aspects - that the negative effects in these programs are the result of inadequate planning and inadequate preparation, and they stem from three things. They stem from lack of support, which means community, parent, administrative support, etc.; insufficient training of personnel, and the improper choice of the persons to be integrated, the handicapped to be integrated. Years ago we called the parents in and we said: "Your child is going to swim - he is not only going to swim; we are going to get him in there with children from other elementary schools who are normal." We made all kinds of fantastic boasts about this program. Then we did what special education and regular education have to do after the mainstreaming concept appeared across the country. We rushed disabled kids into regular classes. Then we heard the person who had pushed the concept of mainstreaming say at a convention: "I wish to heck I had never devised the concept and people would never have responded to it because of the negative effect."

I think Louise Priest is correct in her assessment of what we need to be aware of. In the case of mainstreaming, however, we are now getting the strategy and technique of mainstreaming from things like Project Aquatics Mainstreaming. We are now getting the strategy from the YMCA, the strategy from the grass roots, the Red Cross, the people who are working with the handicapped, which shows us that most of the handicapped can be integrated. Perhaps we did not have the expertise, the sensitivity at first. I want to add one more thing to Louise Priest's three identified considerations. I think that perhaps we can get some negative effects if we have an absent or an ineffective assessment and evaluation strategy for our programs. The YMCA Project PAM stresses in one of its flyers: "Accountability -- a process or goal of insuring that the impact of your program is measured in the most precise and understandable manner", which means to me, documentation, review, the process of modification, and I see this as a continuing, ongoing process. I'd like to share with you some of the things that we've done and are doing at the present time, and some of the things we would like to do.

I discussed with Julian U. Stein of AAHPER the current programs of the YMCA Project Aquatics Mainstreaming, AAHPER and the American Red Cross. We think that there must be some type of assessment in all these areas, in the area of program needs. What have you done - have you gone out and interviewed - whatever you have done to establish the need for this program? There needs to be assessment of general program goals and objectives and an assessment of support for integrated programs, public relations and public awareness. What are you doing? What could you do better? What have you not done at all? Certainly there must be an assessment of what has been done in the area of preparation and training, teachers, instructors, and volunteers. You need to look and need to evaluate. There must be continual assessments. You need to hear from the people we are trying to train, get feedback, and then do something with the feedback. The IEP, by law, requires an annual review and includes parents in the conference, so some of these are mandated kinds of accountability. Materials of instruction, awards and promotion, records, record-keeping, the facilities, resources, financial, budget, human resources, parent involvement must all be assessed. In the public school system, with the IEP, we are involved with every single parent in conference, in direct confrontation. Administration of the program, and lastly the acceptance process itself.

In the next few minutes I want to discuss some of the areas that I think are important at this time. We talked about program needs. All I want to say about program needs is said very succinctly, again, in a pamphlet called Techniques of Program Development from the YMCA, and it simply says this: "It is sometimes suggested that no human service program adequately justifies its development on the basis of the need for it. It is probably more accurate to assume that we frequently place a high value on this program and then rely on the value to insure program success." In Prince George County we did exactly that. We said: "This is valuable; this is why we are going to have it."

What is being said here is that is the wrong way to go. Because we value it doesn't necessarily mean that someone else needs it. Furthermore it says: "This happens many times because of the difficulty and the time requirement to actually find out what the specific needs are for the program." If you have to come to value the development of a particular program it is probably because you have seen the need for it. From this starting point you could help by not only documenting the need you have seen but also helping others to do the same. I found myself trying to fill therapy tanks, swimming pools, for the State Board of Education, the interagency committee in the state of Maryland, because they said, seven, eight years ago: "We will pick up all the funding for new schools. Local counties, you don't have to worry about it. We will tax you more, but you don't have to worry about it." We were going to build eleven new special education centers. Therapy tanks were not included in new construction. I had to go and sell therapy tanks to the interagency committee on which the State Superintendent of Schools sits because it involves financing. I had to document the need. They didn't want to look at statistics. I gave them an eighteen page documentation citing just needs, not the value, but the need. They bought it on a formula - they will pay three-fourths of the cost if the local will pick up one fourth of the cost. That is a good deal. One pool costs us $200,000. My needs assessment there was very valuable. We got the pool.

Assessment of Programs and Individuals

I read something from the President's Council on Physical Fitness in Aquatics in the Project Aquatics Journal about the need for program readiness. They made a point of this, and documented program readiness. I know what reading readiness is, but when you are talking about readiness assessment, program assessment and readiness assessment, I did not quite know what they meant, but here it is. Conditions surrounding the program are critical. You need to analyze the feeling of the community where you plan to work. This should include an assessment of the general interest and capacity to provide for that program. Are you ready for the program? You have now defined the need, and "it's valuable", but are you ready for it? I think this is important.

I wish we had known this twelve years ago. We would have used a different strategy for getting everything that we have now. Who wants to serve the handicapped? Is it the parents? Parents will help a great deal. If money is needed parents will get it; but it takes more than parent pressure to get a program going. We need to see what individuals and groups in the community are interested and what this interest means - how can it be translated into action? Eunice Shriver with Special Olympics was able to create a special readiness. Of course she had the resources, but she created the readiness.

Aquatic programs present an ideal vehicle for mainstreaming which is a project whereby individuals interact with each other and experience growth and satisfaction. Successful mainstreaming is the result of highly complex educational efforts.

The next area -- program goals and objectives -- this came from I CAN, the 1977 publication out of I CAN, Planning Individualized Education Programs in Special Education, by Janet Wessel. When she talks about program goals and objectives, she provides a systematic plan for the instruction based upon the assessed needs of each learner, and an objective basis for shared. Are you assessing your program goals and objectives? Have you stated your educational program goals? Have you stated your performance objectives? Have you listed your performance objectives for each goal? Have you specified objectives by program level for each goal? Have you determined your instructional time for the year? I think that, in a succinct package, puts it together for your program goals.

I would like to discuss assessment evaluation of the individual himself, the consumer. I have borrowed from Louise Priest in talking about meeting individual needs. She and others in aquatics say that it is necessary to assess the children coming in in terms of social and psychological functioning. You have to know if you can do that assessment or if you must get that information from confidential records which you can get from the school system as long as you protect the confidentiality of the information in those records. You must know the attitude of your consumer. Because you have the program and you think it is valuable does not mean every handicapped child or every child who is not handicapped wants to get into that program because you value it.

I don't know how to look at the willingness. What kind of experiences have the handicapped child or the normal child who is going to be in your integrated program had? In assessing individuals, when you directly assess, by checklists, by putting them in the pool, or by using some kind of criterion-reference test or norm-based test, you always run into the problem of finding out that some tool of measurement is inadequate in some way. It is suggested that, in your assessment evaluation, you could individualize yourself, be flexible, no matter what technique you are using, whether it's informal or formal developmental measures, assessment by specialist, or even individual records. There are ways to individualize your assessments of the competencies of the people who are going to get into the water and modify the methods by which the devices are administered. You can modify the means by which the scoring is approached. You can modify and adjust standards in norm reference techniques. You can modify by establishing and modifying the criterion reference approaches based on need and ability, and you can modify by increasing or decreasing the time allowed on a given battery.

Many of the things we are concerned about usually do not appear on a skills sheet for normal children, such things as: orientation, attitude, attitude description, and attitudinal objective. I have not seen many swimming skill sheets that include a summary of the attitude of the child and then have somebody define what you would set as a behavioral objective by which you will modify or have that child modify or change his attitude, if it is a negative one - I won't get into the water - I don't want to be by him - I don't want to touch him - I don't want to put my head under - whatever it is. Then devise your instructional strategy. We have done this and attach a copy of our form directly to the IEP - and it states: "To the IEP". Rather than delineate in the IEP all the performance objectives, the child will A. B. C. D., we say the child will D. E. F. G. next year and we can just do it by code. We do this for motor development also. Our whole motor development process is broken down, and we attach the motor development process also to the IEP. It is prepared so they can understand better what we are talking about in the interview.

I would like to touch on one other area, the area of recruitment and training of the people who will work with the children - quote "instructors." Assessment of skills required of instructors working with mainstreamed populations, and again we allude to some of Julian Stein's fine research at AAHPER, we were able to come up with these kinds of general things - training and background consistent with program requirements, initiative and imagination, patience and understanding, a general grasp of educational method, and a psychological approach to working with integrated populations. If you are like us, we have probably had as many unfortunate experiences using volunteers as we have had good experiences. We're beginning to know by assessment and by having a more intensive interview with volunteers who will become good volunteers. We used to go to the junior college and say: "We're going to have a program on Saturday - who wants to sign up?" We passed a sheet, and they signed up, and then we lived with it. We have found that we need an assessment process to really get sophistication, we need to know how to approach the whole idea of recruitment of volunteers and instructors. We are working on it. We want to develop simple instruments that can give us some of this information. We are going to have to get some expert help.

Assessment of Programs and Individuals

We are interested in instructor competency, not volunteer competency. We're interested in knowing something about the instructors because we're interested in knowing what this person knows in subject matter competence, what does he know about aquatics, what does he know about swimming? We want to know something about his attitude toward the whole idea of mainstreaming, toward the whole idea of integrated swimming. In subject matter competence we want to know the current levels of knowledge in skills in aquatics. Want to know about background experience and document this. We want to know the likelihood of what misconceptions the instructor has about the hands-on process in integrated aquatics programs. What is the likelihood of this person that we're using having misconceptions? We have various ways to get at misconceptions. We need to know the in-pool kinds of things in which a person can overtly or covertly show you that they have some real misconceptions about the handicapped swimming with normal children and the normalization process. In the area of attitude, we want to know something like a general attitude the instructor has toward instructional content. We need to know what the instructor's preferences for instructional format are. If you have a good evaluation process, a good acceptance process, it opens the door for people involved in your program, and it gives them the opportunity to come together and give you feedback and say: "Hey, let's take a look at this part of the program; let's take a look at the instruction; let's take a look at the strategies we're using. We think there is a better way, and what it is." If it is better, then we can revise and modify and go about the business of doing something with that program content that may in fact evolve from the people you're working with.

What is the language level? How much of the specialized terminology is in the volunteer's vocabulary? In working with Special Olympics, we had many people who wanted to volunteer to help with Special Olympics. One of the biggest drawbacks was that they came to us with specialized vocabulary, and many stereotypes about the MR, autistic, etc. The people who work with these children forget that jargon - and think of the child and work with the child on what he brings to the situation. Some of these volunteers had the jargon for the negative aspects of the mentally retarded, the negative aspects of the autistic child, and came with this built in. It was difficult to have them get into the program, until we got rid of all the stereotyped ideas and the misconceptions. Some people want to be talked to like scholars, and there were frequent, "What does the research say about that?" and they weren't just going to work with handicapped kids. Therefore language is one aspect to look into when interviewing volunteers.

We also want to look at the instructor's competency in the swimming pool. Can the instructor handle instructional materials and equipment? That is very self-explanatory.

Finally, we want to look at evaluation of instructional materials. Many materials are used with handicapped people in the pool, especially with an integrated program. It is important to evaluate instructional materials, to sit down and take a look at them after a session. It is also important that materials you plan to use to implement and evaluate your program are appropriate to the goals and objectives of the program, the students' special learning needs in the instructional setting. All those tools are going to be the vehicles, the modalities through which you are going to bring the successful experiences. It is important to continually evaluate and upgrade, so you need to have a materials evaluation - instructional materials evaluation and assessment. Evaluating instructional materials is the process that determines the relevance and appropriateness of materials for a given population situation, and determining the effectiveness of the materials on the student achievement and cost.

Sometimes the cost dictates the kind of materials you are going to use. People have often a simple plan determining the appropriateness based on short-term objectives in terms of quality, based on what you can afford. How long they last often determines the feasibility of using materials in retarded population setting and determines the student achievement and cost effectiveness levels of the materials. It is helpful to be able to know the cost effectiveness. If we buy fifteen rubber balls for the pool, and those balls cost us $4.85 for one pool, and at the end of one month we only have one left because of the poor quality, and I have to go to an administrator and say, "Hey, I need $68.00 for ten more, for twelve or fourteen new balls, and he says, "Well, we just bought you fifteen, why did you buy those balls? What did you buy last year?" When you have that kind of fiscal responsibility, and have to answer for equipment, you really need to know something about materials. It pays for you to have vendors who sell to you with integrity. We sometimes even invite vendors in to see our programs. This is nothing new. Gymnasts have done it for years.

One of the last areas, which I said I would make my first area, is the involvement of parents because of their interest. The law also mandates they have to be in on the program being designed for their handicapped child. In special education in Prince George County parents are included in the before school conference when the IEP is drawn up, and the end of the year conference. They are privy to that program, and they either sign on it or they don't accept it. We like to use a very functional approach with assessing what we're doing in all our programs - our motor development programs and our aquatics program - with parents. Parents like this. They like to have things sent home to them, and to respond to them. Assessment is made of all the child's activities and how he improves. We talk about functional things, as well as physical ones. Does he climb up on a chair and open the cupboard door now? Is he able to do the kinds of things with his hands that he wasn't doing before? Does the overall formation seem better? Is he finally making use of the play equipment that he received five Christmases ago? Suddenly he is involved in this fantastic swimming program, and after six months he is doing things he has never done before. We do not say we are going to attribute all the improvement to the aquatic program, but if there's a dramatic improvement or dramatic change in behavior, we may very well find that the program is the basis for the improvement. Is the child less awkward and clumsy? Is the appetite improved? Does the child's weight become more appropriate for his age, height, and body build? Is the child more spontaneously involved with play equipment at home, in the back yard, at the beach, at the park, at your apartment swimming pool? Is the child happier - the mental health aspect? Is the child easier to manage? Do we see significant changes in behavior? Does the child accept direction in the pool any more easily, after being in a well-structured program? Does the child exercise more self control? If the child attends a center for special classes, does he seem to enjoy it more?

Criteria for assessing progress in child development: Does the child work and play better with others? Does the child cooperate better? Is he less easily distracted? Is the child friendlier when he meets someone new? Can the child do more things for himself? Is the child happier in the group? Does the child understand more of what is said -- language development? Can he make his wants known more easily? Parents have come to the pool and have said, "That's the first word that child has ever said." Now our speech therapists' and language development teachers' resource rooms look like gymnasiums -- balls, bats, wands, ropes, bean bags, and a whole new thing in language development. Does the child verbalize more clearly? Does the child speak more clearly? Has the child's vocabulary increased?

I believe that when I do a task analysis I have established an entry level of behavior. I now task analyze, when I want to find out how far I have to go down to get the child to throw the ball overhand. I want to find something that has a high probability for reinforcement, not only in my gymnasium, but in the hallway, in the classroom, and in the home. If I am in language development, I'm not going to sit there and try to teach a retarded child all day to say "boy". I'm going to teach him "Hi", a high probability word. Task analysis dictates to latch onto the behavior which has a high probability of reinforcement. Task analysis is very important. That in itself is assessment. Also, I ask the question: "What am I doing with this child in the pool that is functional, that he can do in the bathtub?" It can be tremendously reinforcing. He feels good. He's going to smile and do it again. Does he blow bubbles - make lip sounds?

The criteria in the intellectual field:

Is he more observant?

Is he better able to remember facts?

Is he better able to understand directions?

Can he now understand certain direction?

Can he handle three sets of directions?

With all that is going on in the pool, it is important that he knows three sets of directions and be able to put it together that way, lest he submerge, or be very uncomfortable.

Does the child understand and follow directions more easily?

Does he understand rules and regulations involving games and aquatic activities?

Is he better able to evaluate his own performance? "Did you like that?" "Yeah." "No."

Does the child make decisions on his own more often?

Is he able to identify his fingers and toes?

Is he able to identify sounds more?

All these are in the area of language development.

We do these things. We are excited with what we are doing with parents. We are not doing as much as we would like to do, but you cannot negate the parents.

A very important parameter in the total assessment process is the assessment of your assessment process. I think you need to assess. You need to be able to sit down in a very sophisticated way, and say, "Do we have an assessment process?" If we do, what is it? Let us define it. We need to assess it. We need to modify it if it isn't doing what we want it to do. If we are not getting the data we need, we need to modify it, change it, look for help. There is plenty of help - YMCA - Project Aquatics - I CAN - Red Cross. They will all help.

Dr. Andrew Adams - I'm sorry I'm late. I got to the hotel early in my wheelchair. I started out trying to get into the parking lot. They had a sign up there that said, "Sorry, filled." After sitting out there a half hour I finally got in the garage, and there was a chain locked across it. Someone who worked there came along and said, "You can't park here." I said, "I have to get in. I have to get to the ramp." "No, we take those wheelchairs out front. So all you have to do is drive out in front of the hotel." So I said, "Oh, thanks", and backed out of the parking lot, drove up to the front, and then finally got in behind the busses and cabs. They told me where to pull in, so I pulled in and parked. Then I came into the main lobby, and there was a big sign, RNC at the booth there, so I said, "Where is the aquatics conference." "Never heard of it." He said, "Go out to the lobby." And all this was going on on this soft rug. Back out to the lobby. I asked them, "Oh yes, the next floor below, floor eight." And I asked them, "Well, how do you get there?" "Well, you go around the corner back in here, and then you go around the aisle, and then you circle around some hallways and find an elevator, and then you go down to eight, and then try to get help." So I went down to eight, but I'm not sure I went to eight. And after going through that furniture warehouse they have down there, I came out, and then Sound Impressions ... it obviously was the wrong one. So I said, "Well, where is the right one", and I asked a few people, and they asked a few people, and finally went back up, and I guess it was the ninth floor. I said, "how do I get back out?" I said, "I know I couldn't find an elevator that got me from eight, so I want to get back." So they finally sent me through the kitchen and put me on a freight elevator with which they haul food up and down, and that's what got me up to this. So I apologize. I gave you this detail as an example of problems faced by handicapped people.

Robert Dye - We apologize to you.

Andrew Adams - I have a few handouts and a few articles. One is from our Bureau of Outdoor Recreation in which I answer questions in the general area for the handicapped. If you look these over, it gives you an idea of where I come from in terms of philosophy and attitude. I'm going to talk generally where we are in the Department of Interior. I am not talking just from theory, but from real hard experience in aquatics. I have worked for years on my lower extremities - aquatics - hydrotherapy as they call it. They call it the great equalizer because it equalizes gravity, and therefore many handicapped people can really come closer to the "mainstream". Franklin Roosevelt went to Warm Springs, Georgia, so he could swim. He loved to play volleyball in the water. The President of the United States could not wait to get into that pool because he had been paralyzed from the waist down. He promoted hydrotherapy . . so much so that most of the rehabilitation centers in America have their therapy pool.

One of the great dilemmas that I see in aquatics for the handicapped which relates to mainstreaming is the relationship between a therapeutic pool in a rehabilitation center, and a so-called public pool run by a county or other organizations. Now certainly the therapy pool is small - but the ingredients must be similar to that of a regular pool if we are going to continue the process. One of the basic ingredients for hydrotherapy or swimming for the handicapped is temperature. The temperature for therapy must be certainly above eighty, starting about eighty-two to eighty-six. Not many pools in the United States maintain temperatures eighty-two to eighty-six. Swimming could be a much more popular activity, not with just handicapped, but with the general population, if we didn't have this great temperature difference. Temperature is a great deterrent to adults swimming regularly. They just do not like to put their toes into that cold water. They just dread it. And you tell them, "Oh, we've got a beautiful warm pool. It is a little bit cold when you step in, but, the minute you move around a little you're comfortable. You'll love it." The family will not go. People will not go. How do you think that our most expensive clubs that have pools attract their membership? Test that water. See if it doesn't run about eighty-three, eighty-four, sometimes a little warmer. Some of these clubs where you have to pay a thousand dollars for membership have two pools or three pools, and will have a colder pool and a warmer pool, but will have that warmer pool. The handicapped must have this!

There is a pool down in West Virginia, where they're building the big outdoor recreation center for the handicapped - Mountwood Park, near the Ohio border. I was in rehabilitation at HEW and they came to me and they wanted seed money to build it - and it was to include an outdoor pool. I said, "What is the temperature in West Virginia?" "It's for the handicapped. We're going to have a way they can get in, and we're going to eliminate steps and all the rest." And they said, "Oh, we get a few weeks where it is O. K." "What's the rest of the temperature?" "Down below that." And I said, "Well, how often are you going to expect the handicapped to swim in this pool? How much are you going to use it?" "Six weeks if we're in luck." I said, "O.K., you come in with a plan with an indoor enclosed pool that you're going to heat, that the handicapped can really use, and then you may be able to get some rehabilitation funds." They did. They have a beautiful indoor pool. It is going to be heated and everything else.

Then there's the West Virginia Rehabilitation Center in Charleston. It not only has the facilities, but it has the temperature for the handicapped. The climatic condition of that water - the temperature - is the number one concern for the handicapped mainstreaming, because it's also a determinant to almost all other people except professional athletes who need to have 75° to swim in. It is just like a high school football team which controls athletics in the high school. They control all the policies in athletics to benefit a small segment of that high school population who need the least help in physical development. The "motor morons" do not get any attention. They are the ones that need it. The same thing is true in swimming. The swimming team gets the whole attention of that pool - not the community who use it oftener. So often the team members are those who have priority. My experience is that everywhere I go I look for that heated warm pool where I can swim. Since I have to swim two or three times a week to move around, I have trouble finding a heated pool that's also accessible.

The Department of Interior is working hard on mainstreaming. The Heritage Conservation and Recreation Service is doing a great deal, and the National Park Service is also. It is emphasizing uses for special populations, not just the handicapped - the aged, the ethnic minorities, and so on, that we want to mainstream into all of our federal programs. The Heritage Conservation and Recreation Service (HCRS), formerly the Bureau of Outdoor Recreation, awards land and water conservation funds to states for recreation purposes. They give out several hundred thousand a year, quite a bit of money. What is significant about the program in our federal sector is that the Rehabilitation Act of 1973 says that now anybody receiving federal money must make their programs and their facilities fully accessible to the handicapped. That means that if a facility cannot be made accessible, it means the program has to be. In other words, the identical program that you offered at this facility must be offered at another facility where the handicapped will have access. The law merely says that no handicapped person shall be denied access to any facility or program. That is a "biggie" in our department because to make Grand Canyon accessible, to make every swimming pool accessible, etcetera, are not small changes. The Department of Transportation has the same problem in transportation - to make every bus and every train and every airplane accessible is no small task. The estimated cost is billions of dollars.

Assessment of Programs and Individuals

Probably the best study I know on recreational needs assessment and provisions was done by the Heritage Conservation and Recreation Services in the Northwest Region, the Regional Office in Seattle. That is the headquarters of the conference program here. They just completed a study on needs assessments of the handicapped, and facilities and activities available. If you want to get a copy write to the Service at the Federal Building, Seattle, Washington. I'm sure that you'll get it. The National Park Service just completed a conference in West Virginia at Harper's Ferry, and courses on mainstreaming are being held at the Grand Canyon Training Center. The Fish and Wildlife Service is part of the Department of the Interior and has been doing quite a bit. At the Chincoteaque Fish and Wildlife Refuse on the Virginia Coast a tremendous job has been done to make that area accessible. With community cooperation, four by eight plywood boards were used to make a ramp all the way from the lower parking area up the ridge right down almost into the water of the Atlantic Ocean. Wheelchairs can get along the beach by using chains which are like old chains used for air bases so airplanes can land on soft sand. There are special rest rooms and everything else so the handicapped can get to the Atlantic Ocean at Chincoteaque.

At Gateway National Park in New York, steps are being taken to make the ocean accessible to the handicapped. An architect drew up a plan and copies are available from the City Planning Department in Manhattan. One of the plans included a design for a pool for the handicapped right off the ocean at Breezy Point. The pool was designed so a handicapped person could get into the water at different heights from the pool ramp - it would be possible to slide right in from a wheelchair at any height from the deck. Around the pool is a shaded area. This allows handicapped people to get into a shaded area when they need to do so.

At the Human Resources Center at Long Island there is a pool where the deck is nineteen inches off the floor all the way around. Able bodied people can step over the top and into the water. The handicapped can just slide on to the deck from their wheelchair.

A National Outdoor Recreation Plan developed by the Heritage Conservation and Recreation Service will go to Congress soon. It has a whole section on recreation for the handicapped, including swimming and aquatics. It gives the reasons for mainstreaming as well as the guidelines for mainstreaming. The study resulted from the federal requirement that facilities must be available to everyone, or equivalent programs must be available. For example, if there is a chemistry class on the third floor, it is not necessary to build an elevator if there is another chemistry class on the first floor. In a community with four pools, if you have federal money coming in, all four do not have to be made accessible if you can provide the programs of the other three in one of the pools and make that one accessible and then provide transportation.

Question - The problem we have had has not been the facility, but no one in our area has been able to identify money for anything but physical facilities.

Dr. Adams - The new Education Act for the Handicapped states that the handicapped shall be given a full education at no cost to their families. Schools are coming back and saying, "You know, it is expensive to train people in the therapy specialist area. Where are we going to get the money?" The only reply they often get is "It's the law and you have to do it. You have to find a way."

This really is a local-based problem, because most of the money that has been spent to train your people and to conduct these programs has been local money, with some federal support. There is no large seed money available that I know about.

Comments from the Audience - Comments were made about the difficulty of making a pool accessible to persons in wheelchairs and those with other handicaps. Another comment was making the community aware of the need for and value of this kind of pool before going to them for help - example given of a Lions Club putting in a pool in one area. Another comment was that people were not ready to face the concept of mainstreaming in aquatics because they still had not even faced the need for aquatics recreation or after-school programming for the handicapped.

Other comments dealt with training of instructors who could also direct the program. While it was easy to train a large number of aides, it was difficult to get top level instructors who could develop program and teaching technique and also train aides.

Also the need for an in-house consultant was discussed - that there were personnel and social programs with which help was needed. Dr. Adams supported this idea as did Mr. Janus. They thought it would be a real help if a Parks and Recreation Department consultant could work with a program for several weeks to help train instructors and develop program. Also, they felt that what was really needed was a commitment from institutions of higher learning to give pre-service training in the whole area of aquatics. Students have to be able to go into therapeutic recreation, and physical education, and adapted physical education and get blocks of practical laboratory experience at the college level, and then the in-service training. Practical experience in the pool with children is badly needed. The University of Maryland is there with two pools, with another large complex planned, and it is not possible to borrow a pool for handicapped swimming.

Comment - One way you may be able to go is through the back door which I did ten years ago, so that multiple handicapped, severely impaired could get the benefits. One year on Saturdays and Sundays I manned three programs of ten weeks each. Finally, you have to have the papers see what you are doing and you become visible to the public.

Janus - We had a backlash two years ago. We used students from what we call adapted P. E. classes at the University of Maryland. We put them into three of our centers. They worked in one center with orthopedics. They worked in one center with the preschool children and they worked in a regular school with children with low motor ability. We took these young sophomores and juniors and put them into these programs for a semester and then followed up the second semester. These students went back to the university, bright eyed, bushy-tailed, and began to ask very embarrassing questions of professors. The school dropped the program the next year. We are only recently getting it installed again.

For information material on resources for measurement and evaluation write:

Programs for the Handicapped
Dr. Julian U. Stein
1201 - 16th St. N. W.
Washington, D. C. 20036

FACILITIES FOR MAINSTREAMING
NEW AND REMODELING REQUIREMENTS

William Lavery - Presiding

Panel

Milton Costello
William W. Cowan, III
Jay Jorgensen

FACILITIES FOR MAINSTREAMING - NEW AND REMODELING REQUIREMENTS - Wilmington Room

January 23, 1979 - 1:30 - 3:30 P. M.

William Lavery: We will have an informal session, so please feel free to ask all the questions that you may have in mind. We are going to talk about Facilities for Mainstreaming. This is a very interesting and also a very serious subject. The reason it's so serious is that you have to put a great deal of time and money into facilities. If you are going to construct or try to adapt any sort of facility, you will want to do careful pre-planning. When you get into construction, which is expensive, we would hope that your pre-planning and all of your design work was good. If you make mistakes, it is very difficult to correct them. Mr. Costello will be the first speaker.

Milton Costello: I am going to stay with engineering questions. I'm going to talk about just two or three very simple concepts of natatorium and swimming pool design that I feel will influence all future decisions. As an engineer, I get the program from people like yourself. We talk with you people, and what we do not know we try to learn about uniqueness of the facility you want. We then try to build our pools to satisfy those needs.

In Laurel, Maryland, there is a most unusual therapy building. This is a complete facility dedicated to handicapped exclusively. They have a unique pool which is just slightly elevated above the deck that has a rim-flow coping, which we developed for the University of Illinois back in 1966.

I would recommend the same concept, which is the deck-level construction, for any facility that has to be a mainstream swimming pool. It turns out to be a convenient way to get handicapped individuals into the water. The deck-level was originally developed by Boys' Clubs of America. They came up in the 1930's with this original concept for deck-level as an excellent form for recreational and educational swimming. It was recognized then that economically there was an advantage to this form, but more importantly, that people could be taught to swim in a pool where they stood in the water and could both look out and reach out on the deck. That teaching process applied not only to the normal populations, but those with limited and even permanent types of handicaps.

Because of that, the deck-level proliferated from the 30's on to the point of development which we used at the University of Illinois, and even more recently, the super pool that we did at the University of Texas, which ironically, is not intended at all for either recreational or educational swimming. The Texas pool is considered the fastest pool for competition.

The deck-level pool was first used at the Munich Olympics in Munich, in 1972, where twenty-three of twenty-nine records were shattered. This was the first time in the fifty-year history of Olympic swimming that a deck-level pool, a pool intended for educational and recreational swimming, was used. The pool is, in the unanimous judgment of most recreators and educators, best for the handicapped. It is a pool where the water comes over the side, and is at the deck level, so both the instructor and the bather are in instant communication. There is nothing to climb up or climb over, when leaving the pool.

Facilities for Mainstreaming

We find that the normal facility, the facility being built by the Y, by the city, by the local club, can best be adapted for specialized instruction or for a handicapped facility if it has a large set of steps. Bill Cowan will show you later how he used built-in steps, and I will show you in a moment some slides of a new facility which is like no other in the United States at the moment. It is a facility built on a new energy-conservation principle which was effected in Germany seven years ago. It went to England, and now the first one is just completed in East Moline, Illinois. This contains what I consider to be an optimum choice if you have to adapt a pool for mainstreaming.

Earlier, I had a question about how to mainstream college pools, the 75' x 45' pools with the square ends that are 3½ feet deep. We discussed two viable alternates. One of those alternatives turned out to be very possibly the recessed type of step that I will discuss, and Jay Jorgensen will show you a very unique and novel way around even that.

Slide showing:

I want to think on two concepts. The first, of course, is the deck-level concept. The second is the concept of big, wide steps. We must also be concerned with saving dollars. We are building facilities for the first time in this country with walls which have insulation of R-20, U factor of 05, which have never been done before, and we have put the roofs in with R factors of R-30, a U factor of 033, which we have never done before. This is done to conserve energy. In this facility at the University of Illinois, we have done that. We have used the top of the surge trench as a return air plenum. I will sketch a diagram to show you how the air works. It works unlike any other natatorium we have ever built in America, and to my knowledge no one else has ever built one this way. It cuts the air handling to one-third of what we used to do. Twenty years ago, when oil was eight cents a gallon, we didn't have the pressures to conserve. Today we do. If you build a facility for mainstream America in the future, you will have to consider every conservation device, every employment of solar-energy technique. We are doing that now. A third thing that you will not see on this slide, but which we have done at East Moline, is one concerning reclamation. We have to collect our energy, conserve our energy, and, in the future, we have to reclaim it.

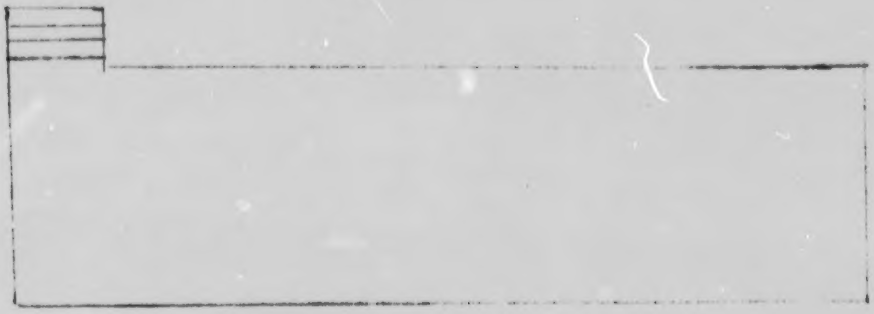
For thirty years we have been taking water in, adding oil (figuratively speaking) to the water in the form of BTU's, using it in the showers at 105° where we add the soap, and the dirt, and we then throw it away at 87°. We can't afford to do that any more. Now we build a large tank in the basement. It is a simple thing to do - we put two walls up in one corner of the building, and we have our tank. We use the back of the refrigerator, and the part in the refrigerator that makes the ice cubes. Figuratively what we do is: The part that makes the ice cubes is called an evaporator, and we put it into that big tank, and we heat-pump it. That is the compressor on the bottom of your refrigerator. We take the heat out of that dirty, soapy water. We reclaim the heat by taking it out. We use the condenser to put the heat into the water of the swimming pool. What we have done is: We have taken a shower with our 105° water by adding oil, and instead of throwing the water away at 87°, we lower the temperature of the water to 35°, so we actually extract heat from the water, not only to the extent that we add it in with the heat from oil, but to the extent that it came in with some heat to begin with. We throw it away at 35°, and we do that with the simple mechanism of a heat pump, which is nothing more than a fancy refrigerator. We take it down a few degrees above making the ice cubes, and let it go out through the sewer. And these are the concepts: collection, conservation, and reclamation which will be used for the handicapped facility of the future, because it will be too expensive to have either mainstream pool or therapy pool, or special adapted aquatics pool.

Mr. Costello showed slides, copies of which are not included.

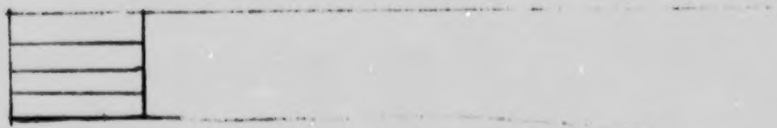
These slides show the East Moline, Illinois pool, which is the most advanced in the United States. It was built with an EDA grant of 1.4 million. It has three pools, two indoor, and one outdoor. These are the recessed steps which, for safety, must be used in all areas, except for the adapted aquatics where the wide step is needed, and that is only on the therapy pool. All of the pools we are building now have these recessed steps.

Illustration I

Top View



Front View of Steps



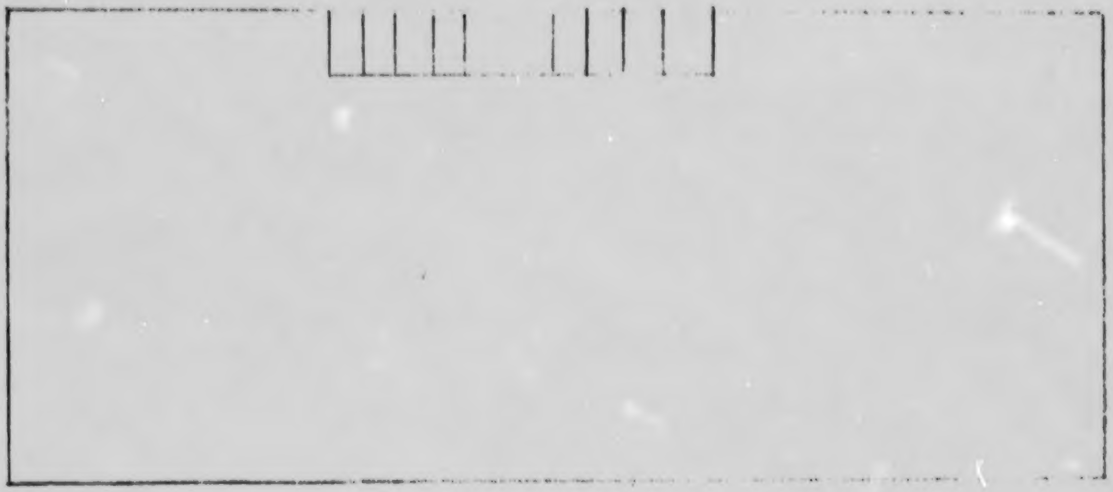
End View of Steps

Not to Scale

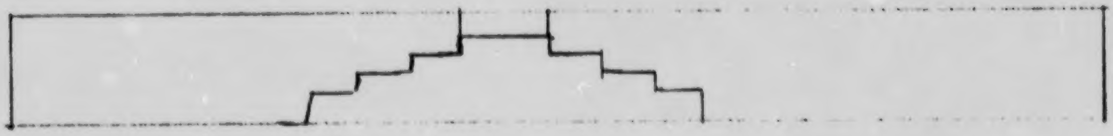
Facilities for Mainstreaming

Illustration II

Top View



Front View



Not to scale

Facilities for Mainstreaming

This slide shows the deep end to show, in details, the deck-level concept. It is a deck-level pool where the water is flush with the top of that white bullnose. The water flows over that white bullnose, which is a hand-hold, a very specific hand-hold for the swimmer and participant to grasp. The water then flows through those slots and down into a surge trench which I'll show you on the blackboard later. It is the only device we have to take the water back plus one pipe, totally eliminating all of the gutter fittings and all the problems with pipes and gutters and the expense of putting them in.

The deck is sloped at a definite angle toward the coping, so that any deck drainage runs into the deck and also into the surge trench. That totally eliminates the legal requirement for spearate deck mains, which today could cost, on a fifty-meter pool, $50,000 here in Chicago. Those recessed steps are good for everybody except adapted swimming. They are a very safe form of egress and are preferred egress for normal community swimming, particularly in this diving pool.

This slide shows the newest technique of water introduction. There are white lines on the right and on the left, called tile-tube, which was developed by our office about three years ago as a supplement to the block and inlet technique we've used for eighteen years and probably will never use again. These two tubes, the white one on the left and the other one on the right, are twelve inches wide - the width of a racing lane and three quarters of an inch thick. They are glued to the floor very inexpensively. The supply pipe comes up into the drain, which is the grating you recognize on the bottom of the pool here. That white spot on the middle is some more tile-tube, but the stuff that holds it is the air. That gives the air bubble pattern which can be seen in the diving pool for delineation. It is just here for added interest. That tile tube comes in black. Here it is again in another perspective.

Here is the blue analogous fade-out. It was an excellent way of finishing indoor swimming pools, to optimize their color and appearance, and it did a very excellent job in these pools in East Moline.

This slide of the main pool shows the deck-level coping. The deck-level pool idiom was developed by William Lavery's predecessors at the Boys' Club back in the 1930's as a preferred form for recreational swimming, which is what the Boys' Club is all about. The Boy's Club came up with this deck-level inexpensive way of doing it. This is just a perfection of that technique. There are other deck-level forms, and it is the consensus in our office that the deck-level pool is without doubt the finest pool for adapted aquatics or handicapped swimming. A person can slide in and out, over that white bullnose, which is the water level, and the water flows over that constantly. Of course the racing lanes were in the pool at the time we took the picture. This is the deep end, looking across the detail of the deck-level coping. There you see the hand-hold on the right. The water flows over it, and that's what causes the glisten on that white edge. Behind it are the fixed decks. There are no deck drains, and there are just two walls that you see on the diagram. This is the cheapest and the simplest way to build the pool, which was the reason we developed it for the University of Illinois. In addition it is the preferred method for recreational and educational swimming. However, at the Munich Olympics, twenty-three of the twenty-nine world records were shattered in a deck-level pool, when it was used for the first time in the fifty-year history of those games. Therefore, it is also excellent for competitive swimming.

The sun-wall, the southern exposure is shown on this slide. All natatoriums of the future, whether they are mainstream pools or even special-therapy pools, will have to have the facility designed, and sited, and the architecture blended with the landscape architecture so that this south-facing wall is a pronounced feature for the intake of solar energy. The insulated curtains that keep the heat from going out in reverse into the black, cold night sky, have not been put on yet. Some of the sound baffles are up, and we also have, if you look carefully at the overhead, a white duct that runs along the top of that wall, and comes out, and then goes back along the front of the office there. That duct forms one psychometric heating zone, which I will delineate on the blackboard later, to keep the decks at a relative humidity of about 70% and a very comfortable temperature, as opposed to the air curtain which we will talk about on the blackboard later, and it constitutes a second air curtain over the pool.

It is important that you light steps - I have had several accident cases where this has not been done - that you provide lighting in some form or fashion. There is a light built into the wall at the step area. We have eight or ten-foot wide steps. We have the carborundum-impregnated, non-slip floor tiles that can be seen on the leading edge for fast acuity, for visual definition, absolute visual definition. The light, which is in the vertical wall out of sight, shines on the steps to delineate again the task to be performed. There are shallow risers here; they are about six inches, and four to six inches is the optimum height. The treads are at least twelve inches wide. The top one is normally eighteen inches; I think this one was only twelve. I would have preferred it to be eighteen, but there were other design limitations imposed. Again there is the rim-flow or deck-level concept, where all of the water skims the surface over that bullnose or handhold. When we have a wheelchair bather, as you will see later on, he can come up to the hand rail, slide off onto this coping, and then slide right over the edge. He is effectively into the pool. That is why we are suggesting that this may be a very preferred form.

An overall view of the pool shows some of the features during the construction stage in East Moline. These slides show the manager's office at the shallow end. The population enters from the left; the pool is designed so wheelchair access is readily attained. There are no drains in the deck as you see here. The steps in the background are illuminated by that light in the right-recessed wall, and there is additional lighting in the shallow end, which is a necessary feature. In this particular photograph we see that the lines, the racing-lane lines for competition, intrude this shallow area. However, when they are removed, then, about at the same position where you see the backstroke flag coming from the right rear to the right out-of-picture foreground, we have a life-line that goes across the pool. From that point to the left here in the shallow end you find the teaching station, which can be used specifically for adapted aquatics. Particularly, at that step area, we have the ability to introduce very warm water for special therapy application, which again may be part of the program. We would warm that water up to about 90^{0} from the normal 80^{0} that the pool would be kept, by introducing 110^{0} water in the area of the steps through a piece of that white tile-tube at the step area. In the elevated background, you'll notice the white horizontal ducts to the air conditioning, and that is part of the duct system I alluded to earlier. In it you will see some horizontal slots there which flow toward the roof to keep that warm and dry. Basically, that is one part of the two-part duct system which I will put on the blackboard for clarification in a moment.

The final shot shows the light at the steps. Here again, you can visualize how a wheelchair can roll off to this handrail on either side, and the bather then can help himself out and down onto the coping, and slide over the coping onto the steps, and then negotiate the steps. Mr. Cowan has complete teaching programs on steps similar to this, but built in a different fashion, at the end of the pool. Of course it wasn't a limited purpose pool. He had a different design which you will see later. The handrail and the deck level provide this facility with the ability to adapt to specialized construction at the step area. The step area is also used for the pre-schoolers who must confine themselves to this shallow water area, and, interestingly enough, the senior citizens, also a special group, who in many cases will not leave the teaching station which is defined by this right-hand section of the color slide. We will go now to the blackboard.

In presenting these two areas of thought for your consideration, aside from the concept that the community pool can be adapted by design, initially in the manner we described, or even more extensively, or even exclusively a therapy pool such as Laurel, Maryland, there is a broader concept of design that goes to the heart of comfort in the natatorium. We are finding ways - we're actually purloining the ideas from Germany where they were developed seven years ago - of building the buildings in a more economical simple design idiom. This uses the top of the deck-level construction as a method (developed in Germany) of returning the air. This reduces the energy requirement and our capitalized forces to get there. Anything that can provide a better pool for less money is something everyone wants to know about.

What I would like to leave with you people is this: Basically, we have a simply-constructed pool. It is nothing more than a concrete slab. It has two walls on it for the surge trench, when we stick our University of Illinois rim-flow coping with that bullnosed hand-hold that you saw there over the top. We can build our steps and build special access for adapted aquatics, as was done in Laurel, Maryland. I have the plans here for anyone interested in detail; but basically, in our rim-flow, our deck level pool, our decks pitch in, which is what saved $50,000 on our University of Illinois pools by elimination of the deck drains on the fifty-meter facility. In addition to saving that money and providing a better pool, there are no pipes in it now, because it is just a concrete slab with the two walls on it. There are no more inlets since these are built into the pool, and they enter at the drain end, at the drain. These are the six racing lanes. They are in black in the main pool. They were in white in the diving pool. We eliminate the tile at $1,000 a lane on a fifty-meter pool. At the University of Texas Super Pool the bottom inlets were $32,000. We eliminated that totally, and also at the North Texas State University. We had no piping there. We had one line going out. We had the main drain, of course, coming out and then that main drain going back. We had the connection to these six racing lanes which gives us a better hydraulic distribution than anything we have ever done for the last twenty-five years.

We now have a system where all the water enters the bottom here, and interestingly enough, this system of bottom introduction of water is theoretically four times as effective as the way we have been building pools for the last hundred years by putting inlets in the walls. The reason is that these wall inlets classically mix up the water in a limited area; whereas the bottom inlets, particularly in the activating period when no one is in the pool, have a tendency to stratify the water. It has pushed the dirty water ahead of the clean water, and consequently, in one turnover of the pool, instead of four, you have a whole new clean pool of water here. It is a very interesting mechanical-engineering concept. I do not want to go into it any deeper than that, except that if you visualize an invisible membrane in here, when everybody gets out of the pool, you can see that as the water comes in, the dirty water, when you have half a turnover, would be half above and clean water would be half below until you get to a point when the membrane is at the top. Then you would have one full pool of clean water at the end of one turnover. The classical health department requirement is at least three, and in the better states, four turnovers of water. That's the law and we all design with - most of you know about that - and basically what that looks like - if this is one, this is two, this is three, this is four turnovers. If you start with a pool full of polluted water, it goes something like this, where this is 54%, and that is 86% of the pollution removed and that is 4% and that is 1%. You say, "It takes four turnovers to get down to 1% which is three turnovers a day or four turnovers a day in the better states."

In this pool, you bring all the water in, in a very precise uniform definition. Theoretically, it is in the area of one turnover. This is economics that help you to operate the pool better - to get much more for your dollar and budget than you would otherwise. Also it is simple and cheap to build initially.

Getting back to the psychometrics, which is the point here, once we define a pool to fit our aquatic purpose, in this case a multi-purpose program, the decks are here pitched in to eliminate (that's exaggerated) the drains which are expensive and are not needed in this type of deck-level construction. We have the recessed steps which we feel is a preferred idiom.

The closing point of design that I would like to leave you with is that we now know how to build natatoriums in a manner which perhaps we should have learned twenty years ago when oil was eight cents a gallon. Now of course we're pushed to do it. This German concept was developed about seven or eight years ago. There are several pools being built with the deck-level concept now in England. They just put the first one in last year, using the principle that, as this water flows over the rim, it comes from the middle up, instead of short circuiting. This is tremendously effective as I've just demonstrated. The water surges up and down here, so it is constantly removing the filth from the surface under all bathing conditions. This water goes up and down. An air space is left, as the Germans taught us, on the top here, and that is the returning air blend. It is not necessary to build a return air duct. We can use the return air duct at the top of the pool which we have to build anyway, which is a plus. The Germans like our rim-flow - purloined the idea from us, and we like the way they are handling the air, so we purloined that from them. We use the top of the trench as an air return system, and the bottom of the trench for surge, which is something we developed when we developed the University of Illinois rim flow. The Germans have taught us that we can take a 90° air current and blow that air down into the top of the trench. We get a psychometric zone which we call side one, and then we have another zone out here which we'll get to in a moment.

What we've done for years is that we have built this great big building with its volume. We have tried to handle all of this air because we're mechanical engineers and like big fans, big motors, big energy, and big waste. We would handle all of that because Mr. Dalton and his famous law of partial pressure taught us that the steam that is coming off of here wants to fill everything in sight. In fact it wants to leap down into the cold windows in the winter. It wants to get in. It wants to block the electrical. It wants to take the wood and corrode it. It wants to do all kinds of insidious damage. His famous law of partial pressure says that you do not need a pool full of water. The minute you get one inch of water in the bottom of that pool, that is a boiling pot. We try to keep this pool at 80° Fahrenheit, for normal population swimming, as opposed to therapeutically warming it up to 90° as I indicated back in the slides. We try to keep this at 83° to 85° Fahrenheit, and that steam whether it is one inch or whether it is full, will just fill this area, so we have a relative humidity here of 95% all over the pool as this pot keeps boiling off by the law of partial pressures. It tends to fill the whole room, and for twenty-five years we have been handling that. We just take in more air and throw away the old air. The air coming in has to be heated and then thrown away. We said we would reclaim the heat from the air before we threw it away. The reclaiming device is to take the air - some more mechanical device. The Germans said, "Look, lock this in with 90° hot air, lower it into the trench, and you do not have to build another duct now. Build this curtain around and lock it in. And you do not handle it." That hot, humid air stays right in the middle of the pool here. We keep it from getting in and corroding the electrical system and condensing out on the cold windows, and running down the sides and rotting the woodwork and doing a great deal of other damage.

On the deck we try to keep a 70% relative humidity so the bathers will not be oppressed with the 90% humidity. This can now be done in the unique way I showed you by putting the duct around the edges there. A return duct is placed in here. This provides a very optimum engineering condition where the same 90° air which has been treated and brought back and is dry is lowered down here, and thus heats this cold wall. Now the bare body out of the pool is an evaporative process, and you have the evaporation of some water to the surroundings, and you have the cold wall here, normally. If you have a hot wall of about 87° F. in temperature, which is what we try to do here with this hot wall behind us, then you have a psychological comfort relationship. In an aquatics program for the handicapped, adapted aquatics, the temperature may even have to be raised a little more. We do that usually with supplementary heat such as infra-ray. It can be done also by heating the floor or by putting a little more heat of the 90° hot air on the wall behind us. With the cool wall at your back and with the 80° water in front of you, you have a warm environment for your aquatics, whether they be adapted or normal.

If the program is adapted aquatics both the temperature and the currents of the air need to be controlled. This is a very successful way to do it, because we will get our backs warm. We now will get a condition - you saw those little jets flowing out here - where this tends to keep dry and come down. Both of these ducts are the return air plenums. We now have to find a second psychometric zone, something we have never been able to do in the thirty years I've been looking at swimming pools. We now can get 70% here on the deck while it wants to rain over the pool. We do not have to constantly handle all of that evaporation, which has been our problem in mechanical engineering. Instead of having 70 hp fans to handle this complete volume, we only handle one third of the volume with a 20 hp fan, and we have better psychometric control. The people with suit clothing on these decks are relatively comfortable instead of oppressed the way it is at 50% of the pools in which I have been, maybe 70% or 80%. In most pools the comfort level is not consistent.

It is important, when you design your facility, to program it to include construction that will allow both normal and the special populations. It is important to consider how you can operate and get a condition where, with minimum cost, you will have minimum energy requirement and maximum psychological comfort between the zones that exist in regular aquatics and special aquatics and just a little more beyond that. You will find you are going to end up with a better facility.

The next speaker is Mr. William Cowan of El Paso, Texas.

William Cowan: I agree whole-heartedly with Mr. Costello on most statements, but I take a little bit different slant. When I took over in El Paso, our biggest problem was that we did not have any indoor facilities. We made a survey of the community to find out what type of facility we really needed, and after I made the survey, I learned two things: (1) We did not have any water for handicapped people; basically we did not have any water for people that were afraid of water. (2) We did not have any facilities for pre-schoolers who are three to five years old and require less than three and one-half feet of water, or for senior citizens.

Our city's pools were built by designers from other areas of the country who did not take into consideration all these other things that needed to be in the pool, or who needed to be in the facilities. After a year or two of study, with a bit of input from the community, YMCA, YWCA, different people, I came up with a design that I think is -- well I think it is O.K. for El Paso. I do not advocate it for any other city, because I think every city should survey the needs of its community first and then determine what type of pool it needs in that community. What I will show you is the type of design of a pool that we call a mainstreaming pool in El Paso. We have built three of them. They cost approximately $550,000, enclosed, and are approximately seventy-five feet long and sixty-two feet wide. They are what we call a shallow pool in that there are no diving wells. No water polo and no synchronized swimming can be handled in this facility. Of course, if you take a survey, which I did -- I found out that only three percent of the total swimming population utilizes these activities.

When you have a limited amount of money, you try to put everything you can into the facility, no matter what it is. You want diving, deep water, shallow water, whatever it may be. We came up with a budget roughly of about $550,000, and this is the type of pool we built for $550,000.

The basic outside of the pool is split-face block, and I'll show you on the diagram on the board the basic pool design; then I'll show you a film of the inside of the pool, and the good features of it. I want you to visualize this a little bit (drawing on the board). These are the sun decks on our pool, the outside of both pools, the enclosed pool right here. We have a sun deck out here with this eight-foot fence around it, on both sides, and also right here we have two rolling doors.

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What we tried to come up with was an indoor and outdoor kind of concept. In El Paso the sun gets about 107° hot, so it gets pretty warm, but most all these pools face north and south. Since we have sun decks out here we open the doors. These sun decks serve two purposes. Here we take the school busses and drive right up on the deck, the outside deck of the pool, right into the door right here, and they unload the children into the dressing rooms. Thus the multiply handicapped or therapeutically handicapped children do not have to go through all the doors to get into the pool. It is easy for them to get in. The rolling doors are on both sides and busses can drive on either side.

Next we put the steps into the pool, out into the pool. (By the way, this is a very shallow area right here, that I'm drawing, this is two and one-half feet to three and one-half feet).

We did not want to forget the competitive swimmers, so a seven-lane racing pool was put in. On the deck we can seat 750 people using portable aluminum bleachers. If we don't need them inside, the aluminum bleachers are put on the outside on the sun deck. It is easy to move things inside and outside of the building. Many indoor swimming pools are built so that you cannot move portable bleachers in and out. In some facilities you have a hard time, especially if you are carrying your bleachers on trucks, to get them into the facilities. We eliminated all this. We thought of all this, and pre-planned it.

One thing is conservative. We do not have any painting on the facility at all. It is all natural colored stone, split-faced blocks on the outside. With this split-faced block, if anything is sprayed on it, we take a chisel and chip it. It is all the same color all the way through and does not deteriorate. You cannot tell whether it is painted on after you chip it. The facility is unique.

In the summertime this facility served 70,000 people in a three-month period. If you average that out with the time we are open, people were almost standing up side by side in that facility. They like that type of facility, because you can open the doors both ways. The breeze in there is cool, while outside it is 107° and 105°,and I will show you on the videotapes the features of the inside of this facility.

Most of you have probably seen this film, but I am going to go into features of the facility now. The block here is not painted, the color is natural. We have wide decks. We put the mats down for the handicapped children to play on because most decks are rather rough, and ours are rough for non-slip purposes. Do you notice in the shallow area we put up a rope around here, because generally when you walk into a pool, you are supposed to walk into the deep end? This pool has shallow water, two and one-half feet. We have to keep children from running out and jumping into the pool.

Here are the doors. Notice, there are the bleachers. We claim this is the fastest twenty-five yard pool in Texas. We broke every record in the book in Texas last week down at this pool. Notice the deck area again; see how wide it is. It is a minimum of ten feet, which is the national standard. Milton Costello can supply you with all the national standards.

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The doors are stainless steel. It is expensive. The steps into the pool protrude out into the pool. These steps are used as a training station for the instructors. There are steps on this side, and there are steps on the other side. People ask, "Why do you have steps on both sides?" We divide the pool up so there can be two classes with handicapped, one on the right side and one on the left side. We have three or four more programs going on at the same time. This is mainstreaming by groups into pools.

Do you notice how shallow the water is right here? This is for safety for our handicapped children. If the water is too deep, even with one-to-one, once in a while a child will get away and go right down. We have twenty-two handicapped programs in this facility. The biggest asset in this type of facility's shallow water is the confidence that people who fear water have in this pool. Many people are frightened when they walk into a pool and see a deep diving well. Seventy percent or more of those who come to the pool are small children under the age of ten years.

This slide shows the gutter system. I like this gutter system due to the hand-hold here. I agree with Milt that the overflow gutter is cheaper, but I like this gutter because of the good hold for the small handicapped child. I look for such features in a pool. Higher cost does not mean that much to me, as long as safety comes first.

This slide shows the teacher using the steps again, and the shallow area. This is sixty-five feet by thirteen feet of shallow area, which is only two and a half feet deep. You must have enough room in which to work with the small children. The small child cruising along the side is using the hand-hold. This is very important for handicapped pre-school children. It is essential that they learn how to walk, not when they get older, but when they are young. We want the children to learn how to use steps. It is part of their early childhood learning. In a childhood-development class, one thing that is learned is that a child must learn to crawl and walk, to go up and down stairs. We incorporate stairs in El Paso because we want our young children to learn how to use them. Our steps are six inches high.

Notice the small shallow area again. The small child in the water is learning how to walk. Buoyancy of course holds him up too. If he learns how to walk in water, then he learns more easily how to walk on land. Generally the handicapped learn to walk in the water first. These children pictured here are multiple-handicapped pre-school. This is their second year. It took three months to get them into the water, the first time, because they were so frightened of the water. There is another class on the other side.

When you try to teach handicapped in deep water, you have some problems. We start them out in the shallow area of the pool, and move them around to the deeper area of the pool when they become efficient in swimming. We utilize the water for classroom activity -- hula hoops and colored sponges and things like that to teach the children the colors. We use things that float, and things that don't float. The child must have water that he can comfortably handle in the facility. If you have a competitive pool with a minimum of three and one-half and now four feet deep, many of these children are just not adaptable in that set-up unless you put something into the bottom of that pool to raise their level up.

Another reason you have to have shallow water is demonstrated here. When using hula hoops the children must be able to touch the bottom of the pool. This is the type of child you must work with on the steps. In Mr. Costello's design, which is excellent, wide steps, wide area there -- this type of activity and everything that's in this pool can be used in his facility there. Each child has to be closely supervised, and he must have some water around him plus a step to support him.

Participant: Why are you opposed to slopes, ramps?

William Cowan: I am opposed to ramps for several reasons, and I think Mr. Costello has the idea, the right idea for his substitute for ramps. The main reason is that very few people need ramps in the facilities, unless they built a facility especially -- at a school -- or for people in wheelchairs. I have a person who is in a wheelchair who has no legs. He brings his wheelchair onto the platform where the steps are. He gets out of his wheelchair, and he scoots down the stairs into the water. He could, I guess, if he tried, go down the steps with his wheelchair right into the water. Most of our people who are in wheelchairs can get into the water with this type of steps and platform mount. There are two things about ramps -- the cost of the ramps and the fact that they take up too much room in a facility. We are trying to get more area for handicapped people, not less area for handicapped. A ramp takes up space, space which could be used and space which is costly. You are trying to keep the costs of the facility down so you can utilize more money for handicapped and pre-school type of children.

The next speaker is Jay Jorgenson.

Jay Jorgenson: I am a landscape architect, but basically, my work with the handicapped has expanded beyond landscape architecture. When people think of landscape architecture, they usually think of someone who goes out and plants trees and shrubs and grass, but that is not necessarily so. We are involved in other larger scale type things, and I have had the opportunity to orient my profession toward design for the handicapped.

We have had the opportunity to do a couple of publications through grants from HUD which deal with making the outside environment of a building accessible. When we started doing this, obviously we got involved in some recreational facilities and that just naturally lent itself to pool design. I have a few slides that I will show you on some pool designs that I have been able to observe throughout the country, and let you see what has been done. I think one thing that is very interesting, you know, as the three of us have presented -- I do not think there is really one, ultimate, best type of design.

When you talk about the handicapped, you talk about many types of handicapped. You talk about someone who is probably handicapped to an extreme degree so he cannot even get out of his bed or someone who is just mildly handicapped. When you try to design facilities like a swimming pool to accommodate any of these people, it is very difficult, because you have such a wide variety of abilities that you have to work with. I have developed a philosophy that what you need to do is design so that the majority of those who are handicapped can use the facility. There will always be some on either

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end that are not going to be able to use it, and they will have to have some assistance. The other philosophy is that, when we design anything, whether it be a pool, a building, or any type of landscape, park, or recreation design, we should esign it so that a person who is handicapped can function independently without any help. If we keep this in mind, the level deck that Mr. Costello talked about is excellent, because that allows a person to get in and out of the water easily without any assistance. A person doesn't have that six or seven inches to raise himself to get onto the deck. It is an excellent design, and I wish it could be used more in more areas.

First I will go into what we are doing in Fairfax County, and then talk about some of my slides. Fairfax County is a suburb just west of Washington, D. C. The people who live there drive into the District to work for the federal government. It is a rapidly-growing urban area, and before many more years the entire County will be covered with homes. The park authority that I work for has the obligation to provide recreational facilities for these people. We are very fortunate that we do have funding to develop these facilities, not only to acquire land, but also to build facilities. We just recently got into designing for the handicapped through, of course, the federal legislation, the federal laws that have been enacted. We obviously have to conform to them, and are trying to conform to them, but we are also trying to provide additional facilities.

One facility has been open for about two years. It is really the first public-funded and public-operated indoor swimming pool in the county, which is kind of unusual for a large population. It is Wakefield Recreation Center. There is an Olympic-size indoor pool in conjunction with other recreational facilities, which include a gymnasium, handball courts, game rooms, crafts rooms, and meeting rooms. It has been very successful. At first we were a little reluctant to build it, but we found it to be very well used, and are now in the process of developing two more. When we built Wakefield Recreation Center, we did try to accommodate the handicapped. We added a ramp to the pool, and also, because it is a two-level building, put in an elevator. We have some grab bars and of course the large stalls for the toilet facilities. We did not do anything else special for the handicapped, and we have been able to open it up to various organizations, to the schools, to the private organizations who do work with the handicapped, and they have found it to be pretty successful. We have found some areas that we need to improve, and are going to improve those on our next building designs.

One philosophy that I have tried to develop as I have been working with the handicapped is that when designing for the handicapped, the design should be one in which they can function as independently as possible. I think that many times I run into problems with this simply because I am not aware of some of the problems that they have. Sometimes, people will say, "Well, you know, he can get into the pool because we will have a lifeguard here who can lift him into the pool." That may be true, but are you allowing him to function independently, and to get into that pool by himself?

Another idea that is very hard to work around is that when working with those people who are handicapped, there is such a wide variety of handicaps.

These may range from someone who is probably totally bedridden to someone who may just have a very minor disability. In order to accommodate that wide range of people trade-offs must be provided. This is the word we use. We try to decide that if we build a set of stairs into the pool, we may have to trade something else off for it. We try to put a value on these particular things. If we put a ramp into a pool, we consider not only what are the disadvantages to that ramp, but what are the advantages, and these kinds of trade-off things. We must be aware of those.

One thing to keep in mind when you do design a facility for use by the handicapped, and, as we are talking about mainstreaming, getting them into the mainstream, so that they can use them like anybody else, you should not start with the pool, but really should start from the outside and work in. Obviously, if the building is not accessible, people cannot get in to use the building. If the site is not accessible, they cannot get to the site. A plan for accessible design begins with the outside. Parking stalls must be located so that handicapped people can park their cars; they can get up, through curb-cuts, then to the sidewalks to take them into the level entrance of the building. The doors should be wide enough, so that the grab bars and the door handles are useable by those who cannot grasp them. As in the case with the Wakefield building, since it was a two-level building, we put in an elevator, so that they could get from the top level down to the second level.

We have talked about pool design, but how about the support facilities for the pool design? What about the locker rooms and the rest rooms? We are trying to develop something in our new facility which we hope will be successful. We have a separate locker room. It is not a very large room; it is rather small, but it is big enough to get around in. We call it our unisex dressing room. We have talked with many of the handicapped people in the country and many of the organizations that deal with them. They feel it is going to be something that they will use. The philosophy of this unisex dressing room is that if a mother comes with a son who needs assistance in dressing, she can use that dressing room to get him dressed, or vice-versa, or husband and wife. They can use those facilities, and get dressed, and then can go into the pool. Otherwise, in a locker room you have to have someone, a male help a male, and sometimes this is not always possible. In this unisex dressing room we have a toilet, a shower, lockers, and a large table bench sort of thing that you can use to sit on or lie on to get dressed. We are going to try it and see what happens.

The other thing that we are also putting into the dressing rooms are dressing stalls, in both the men's and the ladies'. They are big enough so that a wheelchair can get in and can turn around. I think they are six feet by six feet. We use the metal partitions that are used to divide the toilets. A person can come in and shut the door. There will be enough room to turn the wheelchair around. There are grab bars, and a large bench to sit on and use. One shower will have a fold-down seat. The controls for the shower will be at a level so that a person can operate them while he is sitting, or he can stand. He can slip onto the seat, or he can sit underneath the shower in his wheelchair, whichever he chooses. We feel these things are a necessity to make our facilities really useable by the handicapped. But keep in mind that this is a public facility. It is not a special facility. It is going to be used by everyone. I think we have been able to justify the cost of these things. We took a cost estimate of how much it cost us to design in the special facilities for the Wakefield building, in conjunction with the total cost of the building. The total cost of the building was I think just about three million dollars, which included considerable sitework. We took the cost of the ramp, the cost of the grab bars, and the elevator. It came out to less than one percent, less than one-half of one percent of the total cost of the building. So obviously that is not very much to include.

This deck-level pool that Mr. Costello has talked about -- I think is excellent, because it provides access, easy access to the water from the pool deck. Anyone working with people who are handicapped knows if it is in a conventional pool, that there are four to six inches that you have to lift them up from the level of the water up to the deck, and it becomes very difficult, especially for some people who are not very strong. It becomes very difficult to get yourself up to that deck. I think this is a very excellent idea, and I hope that it will catch on and be used in many other areas.

I guess that pretty well covers the ideas that I had. I have a few slides showing some examples of different types of designs for pools that I've picked up as I've traveled around the country that may show some ideas that you could use in some of your areas. (Slides were not available for reproduction.)

This particular slide was taken from a book that is now being published by GPO. It gives some general ideas of things that can be included in pools. Not necessarily do they all have to be incorporated into a pool, but they fit. It shows some things that will help a person who is handicapped get into a regular type pool. Notice that over there is a ramp that goes down. Generally a ramp must be at least eight percent or greater for a person in a wheelchair to negotiate it by himself. Also there is a large flat area of shallow area. There are stairs very similar to the ones that were shown on Milton Costello's slides, and then there is a bench -- it's called an underwater bench. This is something that is suggested for the elderly, or prople who don't like to do a lot of swimming, but would like to just sit in the pool for therapeutic reasons. It is at a height so if a person sits down, the water would come to about his chest, and that is found to be very effective in some types of therapeutic pools.

This particular pool is at an Easter Seal summer camp in Wisconsin. They have both the ramp, which is on the far right -- that child just walking up it -- and also the stairs inside the pool. But I tend to agree with Mr. Costello that the better solution would be to have them outside of the pool area itself rather than sticking into the pool. During the last session there was a question that was raised about the height of the tread and the risers of these stairs. They vary considerably I think, but as Milt mentioned too, I think the shallower riser and the longer tread is much better, because it provides a surer footing for people walking up. They do not have to raise their feet so high.

Jay Jorgenson: I agree with you. I would make a four-inch riser and maybe up to an eight-inch tread, so that it is a little easier to get in and out, rather than the regulation six or seven-inch riser. This makes it so that children don't have to step so high. It is very important to have handrails along with the stairs.

At this Easter Seal summer camp pool in Wisconsin, they have both the stairs and also the ramp, and they have several railings on the stairs, and railings on both sides of the ramp. The risers are very shallow and the treads very long. It is probably even greater than eight inches.

This set of stairs is in Florida at a national forest area. It was designed especially for the handicapped. These look like a regulation-size set of stairs; they do have handrails on one side. To the right is a bench that has been recessed into one section of the pool. They have a small railing around the outside of the pool. I questioned them about there being a need for this; they felt that there was a need. I am not really sure that that is necessary. It might be a problem or a tripper to some people, especially those who do not have good eyesight, or even the blind, if there is a blind person using the pool.

Comment: There can be a problem when you have wheelchairs on the side, in the case where the brakes are not set. So it would be useful there.

Jay Jorgenson: That is true, and that is the reason they gave me. They wanted to make sure that there would be no accident with a wheelchair rolling into the pool. There again is the picture of the bench inside. While I am not an expert on pool design as Mr. Costello is, the return for the gutter is recessed in there, and the height of the water is at the dark line, so there is a grab area where a person can grab with the hands, but if someone needs to get out of the pool, other than at a stair or a ramp, he would have quite a way to lift himself up.

This is a pool in Georgia where they have the full length of the shallow end built into stairs. There is a ramp on the right side, and on the left side there is another unusual feature -- the height of those stairs goes up higher than the deck. The idea of this is that a person in a wheelchair can come up to that top stair which is the same height as the seat of the wheelchair onto that stair and then slide down the stair to get into the pool.

Another concept: This is a recreational area where people come and spend a week. There are cabins, a central meeting area, clubroom sort of thing. Throughout the entire design is a type of tile that has a fairly rough texture. When a person, who is blind, comes to use the facilities, part of his orientation is that he is told that whenever he encounters this type of tile, and he can tell it by walking on it, he is at a danger area. Wherever there is a door that swings into a corridor, wherever there are stairs, and around the entire swimming pool, these tiles have been put in, so that if a person who is blind encounters this, he knows he is in a danger area. He has to take some action, or he has to know that he is at a point that he has to find out where he is.

This particular ramp is what is called a dry ramp. It does not go down into the water. It is on the outside of the pool. The advantage of this particular type is that anyone using his own wheelchair can go down into this ramp. Again, the height of that coping is the same height as the seat of the wheelchair. He can slide from his wheelchair onto that coping, and then again slide into the pool. The advantage with this is that people do not have to get their wheelchairs wet. A regulation-type wheelchair that most people have cannot get wet because it would ruin the bearings and the mechanisms of the chair. That is an advantage of this particular ramp. If a ramp goes into the water, a specially designed type of wheelchair must be used.

A handicapped program is not limited to swimming in a swimming pool. There are many areas where the handicapped can use natural bodies of water. This slide shows a very simple one. The people are taken out onto a floating dock. There are no steps or ramps. There are no steps or obstacles. Here is one that was designed by the National Forest Service. It is a paved area within that circular railing, and a wheelchair can be taken in it and back up and around so that a person can get into the water from his wheelchair. Here is another design. It is not very visible; it has these upright supports, and the sand has covered it. What has been done is to take a paved asphalt trail down into the water and curve it around, so that to get over to the sand of the beach, a person in a wheelchair stays on the asphalt trail, and follows those railings down around that go down into the water.

This particular slide is of the same pool we looked at in Florida. They found that the types of clientele they had could not stand the hot Florida sun for long periods of time. They developed this covering over the pool, so that it would provide shade. Actually it is just an old parachute. We are standing underneath that looking at the pool. It does not completely block out the sun, but provides enough shade so that participants can withstand that intense sun.

At the Wakefield Building we have a ramp but no stairs. We just have the ladder. We have found that the ramp is not only an advantage to those who are handicapped, but also it is an advantage to the young. Any time during the day, you will find four or five youngsters playing on the ramp. Because of the competition use of the pool, we had to make the shallow end three and one-half feet, and that is a regulation, I think. Is it AAU that states you must have three and one-half feet? Now they have changed it to four, which again is a problem when you try to have multiple use for a swimming pool, because four feet is really too deep for a shallow end for recreational swimming. So the children who really cannot use the three feet, let alone the four, use the ramp to play on, to get used to the water. We have capitalized on this, and in the pool that we are designing right now we have made the ramp twice as wide. We're going to use that for the children to play on to get used to the water and to go down into the pool.

If I may, there was one comment that stated that the one reason a ramp is not used many times is because it takes up a lot of space. It does take up space, and you also have the problem that when you have swimming competition, you cannot have steps or a ramp interfere with the swimming lanes If you put in a set of stairs, or even if you recess them, you are in trouble, because they do not have the bulkheads to turn around on. There are several ways that you can eliminate this. There are movable bulkheads, but these are very expensive. Another way, which is what was done at the Wakefield pool, is to put in the ramp in this area, so that there are racing lanes that come down, and bulkheads so swimmers can turn. They can come down into the pool and then transfer into this lane which is full of water.

The same thing can be done with a dry ramp, except you just continue the wall of your pool and have a transfer point down at this area, or come down the ramp, and have a level area here where swimmers can transfer into the pool.

One other idea that I thought was kind of unique -- this was again in Florida -- was a spray pool. It was designed so that you could take the wheelchairs right underneath that spray and work them around in that. It was like running under the hose on the grass. This proved to be very popular -- people really liked it.

As far as designing pools, you really have to look at each particular pool, and you have to look at the program. Then you have to design your pool around the program in order to make it really useable and effective for you. Thank you.

William Lavery: As Mr. Jorgenson has said, the most important thing in designing the pool is really to decide what you want to do. I know that we in Boys' Clubs are working with the YMCA, the YWCA, and the Jewish Welfare Board in trying to design a super pool that will do everything. It is just an impossibility to build everything into one pool. So what you want to do is establish your own priorities and then design around your own needs.

Participant: I'd like to find out how you reverse that situation at the dry well and get them out of the water.

Jay Jorgenson: The same thing happens here. The height of the water is the same height as the deck, or as that coping. The people have to lift themselves up onto that coping. That is what those railings are for. If you have someone who does not have any strength in his muscles, then that really is not effective.

Milton Costello: This was our deck-level pool we showed in the slides, except that the deck was in here, in fact pitched in, if you remember. This is the University of Illinois rim flow with the holes through it; this is the surge trench right here, and this is our water level, and again, as Jay pointed out, it is easy to roll over. This was intended actually by the Boys' Club for recreational use, but it turned out to be a great education feature. Interestingly enough, the University of Texas super pool had the same coping, and I have the article here which says it is the fastest, the finest Olympic Pool in the country.

The editor of Swimming World wrote that. Texas used it for those reasons, but our reason is educational and recreational. In Laurel they combined a few of all the ideas you have seen here. In the therapy pool there, which is an adaptation of what was done up in Albertson many years ago, they just raised the whole pool up. Instead of having a narrow pool which is difficult to negotiate, this is the height at which the wheelchair comes in. You can slide right off onto this. Actually the wheelchair comes up on the side here, and a person can slide right off it. The pull-ins are right here, and we can have this big wheelchair handrail, which is thirty inches center to center, the big rails go through here, and a person can come up and help himself in. If you have the deck-level pool, the water is flowing right over, and the person is right there and doesn't have to drop down.

William Lavery: Is that illustration clear?

Milton Costello: It depends on how much of your program and how much your money allows for. It limits the program to maybe ninety percent of what your population of adaptive use would be. If you want a therapy-type pool, which is still a community-type pool, then you maybe get one side like this. If you want what they have in Laurel, a special therapy built-in, then the Laurel pool goes all around like that. In addition to that, there is a ramp which comes up. There is a rectangular pool. It is not meant for any competition. They have this elevated detail all around the outside here. At one side is a ramp that comes up off this deck at nineteen inches at an eight percent grade or less, crosses over -- of course it is over the coping. There is another ramp that comes down into the pool. This is one level here. A person comes up and down. And then of course they have these locations which regularize and wheelchairalize, and the instructors are right there; they can just lean over, kind of push and get them down on the ground; so, it's a question of degree and extent and program.

In the last session we had an interesting question. How do you take a short-course competitive pool, a standard twenty-five yard by forty-five foot wide pool, which you just happen to have, and you want to now get with the public pool and the rest of it, get your programs going and then make it work out for adapted use? If you have a classical recessed overflow, you have a problem getting in with the normal situation. Also, if you have a limited dimension, such as short-course pool, where you must hold that dimension, you obviously cannot build anything permanent into that facility. What are your viable alternatives? There are two. One is to make temporary facilities, such as a ramp or steps, and various engineering media such as fiberglass boom and lowering it and grade limiting it, swinging it, putting it in, and then removing it, for your basic function. The second one would be something like the steps I showed you to go to a permanent situation where you would actually take the pool as it exists and do what was done in Moline which was to put in a set of steps perhaps, or put in a ramp, which is even more involved and costs as much as $50,000.

Participant: We have the water level, we have the decks, and ladders wide enough. I have three classes a week of wheelchairs. In three years I've only had two people actually use the lift. They are extreme arthritic. There's no other way to get them in.

Milton Costello: And how do you do it?

Participant: With the lift.

Milton Costello: There are several types and forms of lifts. There is one that we discussed before which is like an elevator, chairs, arms, and then lowers down and hooks out of the way. Then there's a basket. The person gets into the basket and drops into the pool. These are devices that can be had in any pool. They don't affect the competitive requirements or the other features made in the design before this was a thought-of condition. Of course, if you are building into the future, you lay out your program and make sure you have all of it.

Participant: The ramp, the steps, and the wall.

Participant: This tile-tubing to fill the pool -- can that be adapted to this existing pool?

Milton Costello: You just finish the bottom, three quarters of an inch. That replaces all the corroded pipes that are gone anyway.

Participant: Where does the inlet, intake pipe come and feed into that?

Milton Costello: You have your racing lanes which are your tubes, right?

Participant: You put in as many tile tubes as you have racing lanes? You have six lanes, and you put in six tile tubes?

Milton Costello: Yes. On a fifty-meter pool it costs a thousand dollars a lane for the tile, and tile tubes are around $600. At the University of Texas Super Pool, on top of the tile, the lanes, we have the bottom inlets, which was the last time we used them, and that cost $31,000. So you eliminate the $31,000, which is underground, tested stainless steel -- it just adds up. We have a main drain that goes across the pool. You saw the grating in between. Whenever one of these lanes crosses that main drain trench there is a three-inch riser, and there are six of them or eight of them. There is also a six-inch pipe in there, and that is the pipe that goes out -- actually it is a pressure pipe coming back. There is also one pipe coming out which is the main drain line. If you use our deck-level University of Illinois rim flow, there is one pipe coming out of the trench. And that is as simple as you can get. That is the quintessence of simplicity. If you can find a cheaper way of transporting water, we'll use it.

Participant: So you can use the existing drains that are down there actually to bring water . . .

Milton Costello: You make a new trench. It looks like this; the bottom of the pool here, a view through here, if you will bear with me as an engineer. Here is the bottom of the pool. This is the marble dust, the ceramic tile, whatever finish you like. This is the tile, or your marble dust. It is also your three-quarter inch tile tube, because this is the rough bottom that it is glued to.

Participant: You glue it on flush with the bottom?

Milton Costello: Flush with the bottom. Anyway you get it, it is immaterial. You have the other finish which is made thick enough so you can put an inch and a quarter tile or three-quarter inch marble dust -- whatever you want. It also takes out all the sloppy imperfections. This is your main drain trench. Normally, there is a six-inch pipe coming out here. That's your main drain, this one here. We have another line here which is the return line. It comes up with a three-inch riser pipe, and it comes into the bottom. This is your tile tube. Then the water goes in each direction, and the little holes spritz out.

I will tell you what is amazing about that, something we have not been able to do for thirty years. A pool that looks like this has a couple of decks in it, and you stick all those idiot inlets that I put in here -- that is in the wall, and that gives you adjustable inlets. Opposed to that, we also know that down in here we may have as much as seventy percent of the bathers -- I'll settle for sixty, and in here we never have more than ten percent of the bathers --I'll settle for thirty. But whatever you like, if we now have six rows of inlets going in, what we can do is to have a computer in our office which computes these holes, such that, based on this hypostatic head and this hypostatic head and this hypostatic head, and the wall of water is here, and some of it would come into the other side -- there are several ways of doing this --the easiest is this way: Put this main drain down here. But no matter which way the water is coming, once you build the pool, your pool, your size, to your depths, the hydraulics are fixed forever. You don't have to worry about adjusting it. When a screw loosens up when you paint or fix or clean, then you have to go back and adjust it again; it means it never was adjusted to begin with. Regardless once you build your pool with your depth, with your lengths, these mathematics or the hydraulics are immutable. They are fixed forever, until you change the height of this water. We can precompute the holes, both with respect to size and spacing in here, so that we can get sixty percent of the water down here and thirty, forever, without any more adjusting. You just install the trap and it is finished.

Participant: Are they actually painted at the tile?

Milton Costello: It is an extruded PBC; it is this. It looks just like that -- full scale -- that's it. Three-quarter inch, twelve inch. It has spaces in here and it has the holes to sweep the bottom, and the water just sweeps the bottom and cleans it. You never have to use the vacuum in these types of pools.

Participant: You don't ever? What happens to the dirt?

Milton Costello: You just brush it down if you ever have to. If you have heavy sands in outdoor pools, the sand won't move.

Participant: What about grass, and hair, all that stuff -- what happens to it?

Milton Costello: It depends on the usage. In one indoor pool we have a brand new portable vacuum cleaner, cost $200. It is worth about $450 now for sale. It has never been used.

Participant: Do you use conventional filtrational systems?

Milton Costello: You can use anything -- pressure, or a vacuum. It has nothing to do with it. This is just a better hydraulic way of building a swimming pool that we have developed.

Participant: Is it proven?

Milton Costello: Yes, I have a whole slide lecture on this -- it is three years now.

Participant: And for how many years?

Milton Costello: The first one was installed two years ago (at Furgeson). The one at Furgeson is in its third year now. We have put it in little places that nobody can find.

Participant: We are trying to remodel our locker, and we have a three-inch barrier between the showers and the locker rooms -- a water barrier. The water barrier is covered with tiles, and we have had a couple of people in there with two suggestions. The first suggestion is to take the tile off and grind it down and put cement on it. However around the edges when they bring the cement back onto the tile, that means chipping around it for a couple of years of wear. The other suggestion was to design a stainless steel platform to lay over the barriers so the wheelchairs can go over it. Which of the two would you suggest would be better?

Participant: Are the barriers so small they can be backed over?

Participant: Not by themselves, they couldn't

Jay Jorgenson: It seems to me that stainless steel ramp over it would be the best. I don't think concrete would last because you can't taper it out.

Participant: It would crack off?

Jay Jorgenson: Yes, it would probably tend to crack off after some years.

Participant: In your new facility, are you considering the dryers and wash-basins at three different levels, as well as the showers?

Jay Jorgenson: Very definitely; it is all in the ANSI standards. In one that is in effect now, probably most of the laws were written according to what was done in 1961. There should be a new one out probably the end of this year, and it should be much more comprehensive, and give you more variance on the elevations that you can use. You should follow those, as much as possible. Make sure that the mirrors are down low enough so that you can see into them from a wheelchair; the arms of the sink should be high enough so that the arms of the wheelchair can get under them. The width of the toilet stall should be wide enough so that a wheelchair can get in. The doors should swing out rather than swing in. All these requirements are a part of the ANSI standards.

Participant: Is it necessary to exhibit an accessibility sign?

Jay Jorgenson: The international symbol of accessibility really has no governing factors on it, and so anybody can really use it. It is really just the pressure from the public that would tend to have it pulled of if the building is not accessible. I remember the President's Committee for Employment of the Handicapped were the ones really to develop the symbol to begin with and it is their philosophy that if a building provides any type of accessibility, they can use that symbol. The question arises -- if you put it on your door, does that mean that every room in that building is accessible? Their philosophy is no. If you have the basic facility accessible, like getting into the facility, using the rest rooms, being able to do what you are supposed to do in that particular building, then you can really consider that an accessible building.

Participant: Suppose you have a rusting system, you know, like you were talking about, the old conventional system of getting water into a pool, do you use the same piping, or do you go ahead and re-adapt what they have, or do you put another system in?

Milton Costello: Are they leaking, or are they just rusting?

Participant: Rusting.

Milton Costello: No - you only have to bring one pipe over. You bring over new plastic pipe to the main drain. The worst type is if you have a little tiny main drain, but you get to the bottom of the pool at that point and just make a trough. You put in your new racing lines which you probably need anyway, clean up your bottom, chip off your bottom and chip off whatever finish your tile is. It is probably pitting -- it is not right, anyway. Then you use plaster or tile, whatever you like between, and where it crosses the main drain you make your main drain just twelve inches wide. If that isn't crowded or rusted or going away, you are O.K. You basically have three pipes, and the more foolproof you make them, the better. If you handle it right, then from those three pipes you only have two valves. You have one coming back on the inlet, and only one valve on one of the other lines, if your hydraulics are right. If the hydraulics are right, you have a surge-trench line open. You just have a valve in there that -- we have that pool there with the vacuum cleaner that's for sale nine years old. They have a normally open main surge-trench valve (and a main drain which has never been opened other than it is cracked -- a little bit of water in it); but you know there is an automatic valve which would open in the event that the water is going down. So if you do it right then, you eliminate your pipes, and you almost eliminate your valves.

Participant: Insulating pools. Would you speak to that a little bit please? Also, how long does it take to fill a pool?

Milton Costello: Moline, up there, I believe represents the standard unexcelled in this country at any price at any cost. The reason is that we have R20 insulation factor in the walls. There are no structural standards on how to design a cavity wall more than four inches wide -- more than two inches wide. We had to watch the structural design, because we made the cavity wide enough to give us the insulation thickness, to give us the wall -- the overall wall for an R20. We have an R-30 roof because most of the heat goes out the roof. We now built up two four-inch polystyrene layers to get our R-30 on the roof, which is no problem. We have insulating concrete in the shell, stuff they used to throw away to blast a part of your slag and used to sell for a discount, but now a premium because we use it. At the Naval Academy we are putting two-inch styrofoam outside of the pool. Our office has developed a pool plank which we are investigating now where we have it -- it is like a tile-tube that is made, and it is built from Canada. The plank alone has an insulation value of R-14, so that instead of finishing the plank pool with tile and marble dust, you put this two-inch plank under the coping, and it's forever when it's finished; it's also insulated. So you have it there.

There are two problems from day one when you fill a pool -- follow the laws of physics -- that have been disregarded by everybody except the pool operators, and they generally do not know. There is a tank of water, or even a rim-flow tank of water; it doesn't really matter. The minute it is filled with water, there are a certain number of pounds of water in there at 80^0 F., and that mass is now in the ground where, in most parts of the United States the mean ground temperature is 55^0 F. You have a differential of course here of 25, or a Delta T. Everything in life that we do is measured and motivated by differentials. The differential of size is pressure, and when there is a differential of pressure in a hydraulic system, the water flows. When there is a differential of temperature, the heat flows, and it flows by a very simple formula that all engineers are aware of. The heat (Q) equals A Q Delta T. Now this flow, this heat flowing out, this Q starts on day one. And it doesn't seem like much, but you multiply this Delta T -- that's this -- by the U factor -- that is the thing that is stopping the heat from flowing. When you put a warm overcoat on, if you go out (a U) then you don't get cold. If you go out in your ... you freeze... That's the U. That is the function of the concrete, or how we build it. And the A is strictly this area. That is the area. This U then is the only thing you can do. The only thing you can work on is the U, because if you build a pool of a given size, and if you fill it with water, and you want the water to be 80^0, you have automatically got the Delta T. The only thing left is the U. Now, concrete only runs about a U factor of one. I just told you that pool planking is R-14, but with a little bit of concrete, we can get that up to maybe, an R value of 20. Now U is one over R. When I went to school we only had U's. Now we have R's. One over R is 0.05. So we can cut this down from a U factor of one to a U factor of 05 or R-20, which is a ratio of one twentieth. We can start the heat by one twentieth, because the formula says that the heat that is falling out is proportional to this factor which is constant, to this factor which is constant, and to this factor. If we put an 05 in here instead of a one, we have cut the heat going out by a factor of 20. It costs money to do it, but at 40, 50 and eventually a dollor or more a gallon for oil, it doesn't take long to get that.

Participant: You say that plank and you put that down?

Milton Costello: It is just like a pool with a plank.

Participant: You line your pool with a plank; then you put your tile on there?

Milton Costello: That's it. It's called pool plank; it's something we are testing from Canada -- it is not on the open market yet. There are other ways of insulating. At the Naval Academy we are using -- they wanted to put tile on the inside, so they are putting two-inch styrofoam on here, plus we use a three-quarter inch broken stone fill under here, all of which takes that U down. In other words, Q, the heat outflow -- we can say these two are fixed -- is directly proportional to U. So we have to work on U, because that is the Q. And this comes into a couple of million BTU's per year.

Participant: How do you fasten a tile side to the styrofoam? That is an engineering thing?

Milton Costello: There are ways of doing this -- we have ways of insulating. One is to insulate the concrete. Two is to use insulating sheets outside, and three is controlled compacted granule fill. Four is possibly this pool plank we are looking at, and so on.

Participant: And that is for the pool shell. Now your outside walls. You said that you would achieve an R-20 insulation. Is that what I understood you to say?

Milton Costello: I figure there is an outside wall, an inside wall, a cavity that is filled with insulation. And any architect can figure out the R factor. The architect will do that. There are a lot of ways of doing it, but to get an R-20 wall costs money. To put insulation outside of the walls you are building costs money. The question is, "Is it cost effective?" The answer is, "It is incredibly cost effective." So that is why you do it. But, what happens is: Too many budgets go over the axe, and then all pride goeth, and then the pool operator ends up with a $60,000 annual budget when the guy down the street for some reason is running at twenty-two. Now Moline has been on a $22,000 a year, with a guy around the corner costing about $42,000.

Participant: Do you have hard data of the operational costs of pools like this?

Milton Costello: Computers were put on at the Naval Academy, and it turned out that to put the collectors on the roof would pay unequivocally for the pool heating, this Q, this loss. The collectors on the roof will heat the pool, and greater than the loss to ground, especially when they insulate it outside. If they didn't insulate it outside and spend that money -- consider that part of the collecting system -- then it wouldn't be economically feasible. Secondly it was so much cheaper to collect this on top of that, that 50% of the air , you could take your showers from the solar heat, but it is not 100% effective for that. It is just a question of dollars and collectors and this and that and the next thing. But it is proving out.

Comments were made on the four foot shallow water depth. One participant felt that unless the pool was going to host many huge national and regional competitions, the two and a half foot depth would be adequate and also permit pool use by small children. There was some discussion about the fact that unless a pool was at least three and a half feet deep it could not be certified for some swim meets. One suggestion was that a tot deck could be used. The use of movable bottoms was also discussed.

A participant from Roanoke, Virginia asked the question of whether they could fabricate their own movable bottom. They had talked to a couple of companies in the area that dealt with hydraulic systems in gas stations, who said, "No problem," that if they could engineer a system that would lift a Mac truck up off the ground, they could certainly fix a system to lift the floor up off the bottom of the pool. The cost was much less than either the Canadian or the German outfit. The only change they had to make was that they didn't use the normal hydraulic fluid inside the system. They used something that is harmless if a leak would get into the water, and apparently it was very inexpensive.

Milton Costello: We in the design field have looked into that; I'm with the CNCA. I get people from that area of endeavor in aquatics, and we have found that there's a whole spectrum of possibilities. The hydraulic medium can be water. At the University of Pennsylvania there are bulkheads which move up and down in the pool. At the University of Texas we move them up and down in the water, using water in the hydraulic cylinders. Of course they have to be stainless. There are simple framing systems or grids which get back to the fundamental comment that the gentleman who talked about the tot deck made, that it is just a little fancier and one step up from the tot dock. It is a simple framing system that fits into the pool, and was used, I think, in the Montreal Olympics. The planks are lifted up, pegs and pins are put in, and there is a grating, which is a system in itself. This must be planned before starting to build in the beginning, because there are complications in some cases with the hydraulics, with the recirculation, keeping the corners clean, getting the dirt from under and over the grating. When you start talking about tot docks and movable bottoms, remember you may need two separate hydraulic systems for recirculation,and you should carefully think about that in the beginning. We are going to be forced because of multiple-purpose use, to more concepts on adjustable bottoms. We are going to go beyond that. We are going to get adjustable water which is an even better way to do it.

Participant: We have three competitive pools, none of which has stairways or ramps or anything of the sort, and we must adapt to adapted physical education mainstreaming program. We have all talked about new facilities and ideal facilities. I would like some help on what I can take back to my people on the most economical way for me to get the handicapped people into a straight twenty-five yard by forty-five feet competition pool.

Milton Costello: You have what is called the classical American short-course pool, three and one-half feet deep. This is a minimum based on competitive requirements. To get handicapped people in you may have to have a temporary portable ramp or portable stairs that go in but come out.

You are fixed irrevocably because of the concrete short-dimension pool. There are just two things to do to get mainstreaming and meet Public Law 142. The first is to get a portable ramp facility of a safe design and an eight percent slope, or seven or less. It will be long and the rails will be expensive. Otherwise you could use a set of steps, either limited area or across the entire side, and fibre glass with lighting, with delineation, with markings. The steps would have to come up and swing out. You would have the problem of weight on the beams.

If you don't go to portables, the only thing left to do is to build it legally and build it permanently if you have the room.

The minimum width, incidentally, is twelve inches, and the maximum riser is six. It can be four which is preferable, and I like that top step to be eighteen inches. Four inches, eighteen inches for the top is perfect. The step out -- the reason is that in the water it is easier to take the steps than in the air. So the risers can be four to six inches, the top riser should not be more than six inches, and the top tread should not be more than eighteen inches. Otherwise it's no longer a step, it becomes a tripping hazard. I like it much wider than eight, and I like the ones underneath it to be twelve.

Within that context it means building this facility permanently in, but provided you don't forget a safety hazard here, and then you can take care of all your other problems. You will have no problem with your recirculation, relocation of line. You have to get a light here somehow, or here. Within that context, either that or a ramp -- now a ramp gets wild, because if we take the other side of the pool, you have to do what they show you. You have to come down here with that grade, and make your turn and come in. You have to put rails, and you have to have everything else going for you in this portion here. You have to go back and get your plans. Every case is specific. The local architect engineer must know codes, the regulations, plus the program. What do you want to do with the job? How much of it do you have to do to meet the public law?

But your minimum short-course facility is a pretty stiff order still, other than on a temporary-type facility where you put the ramp and stuff in as I showed you as alternative I -- maybe not a viable alternative, but if you only have six foot widths around, there is no way you can go to alternative II, which gives you a permanent and obviously improved facility which you pay for.

Participant: Somewhere I have seen sort of an elevator-like affair with just a platform raised up, an electric hoist . . . . the handicapped lowered down.

Julian Stein: It's a platform; it's not electric. It's hydraulic, and it's like a small type of platform where the wheelchair comes right onto it, like to get from here to a porch, and it is just the reverse procedure; the platform sits here; the individual comes out in the wheelchair onto the platform, and then hydraulically it is lowered down into the water.

Milton Costello: Yes, that becomes a portable.

Julian Stein: Yes, I guess technically it would be a portable.

Milton Costello: We come from above. It would only be used and interfere with your competitive swimming when you need it on the program.

Julian Stein: It lifts up so it does not interfere with the lane.

Milton Costello: Do you flip up or lower down, to do the job so you would have: condition A in one situation, and condition B when you needed it on a temporary basis?

Julian Stein: I saw another one recently; it was another type of hydraulic chair. The individual comes in in his wheelchair and the hydraulic chair is right at the wheelchair seat. He transfers over to the chair. Hydraulically the chair is turned around so it is now over the water, is lowered into the water at whatever depth desired, the person is helped out, and then when it is out, of course it is turned and turned back.

Milton Costello: Mr. Stein is pointing out again the question of program. If your programs calls for this type of activity, which is a more specialized activity which is involved in quite a bit, then it will mandate the engineering. Again it gets back to the simple methods I tried to give you with the recessed step and the deck-level construction. That covers a broad spectrum of activity, and if you are going to go to an activity level that borders just a little bit short of this specialized therapy pool which I mentioned in Laurel, Maryland, here, at the government center,then you have to have your program spelled right out in the initial construction stages, or now, as an afterthought, if you want a wheelchair in the program, the type of facility has got to be capable of being built into the type of pool you have.

Julian Stein: I think something that was on one of Mr. Jorgenson's slides could dovetail with something on one of yours and could be applied properly to the situation that you are mentioning, and that is the concept that an individual can come in, slide right off the wheelchair, onto something of wheelchair height, and then, depending on the pool, he would then get into the water. This is a pool at Human Resources Center at Long Island. This is the approach that they used. The pool was actually an above-deck pool, and it is nineteen inches above the deck all the way around. When I saw this slide, I said, "Why not use that concept in coming down off the double side of a wide step or of bringing it up then." That was what was shown in Mr. Jorgenson's.

Milton Costello: Yes, Mr. Jorgenson's slide was very effective. I know Viscarty's pool in Albertson, Long Island. In terms of the human engineering this one foot seven dimension -- the University of Illinois rim-flow was actually elevated -- a person can come up with the wheelchair and can slide right on. To a specialized therapy pool you either take the concept of his excellent idea of going up with the steps, and then sliding and then going down, or, you build the whole thing up, and you just slide up and you are in.

Either way, you can see, it gets back to my belief that you in some way get to deck level, and the hand hold and all of that is incorporated, and you keep your costs down for construction, and your costs for maintenance at a minimum, and you function at a maximum which is this combination of bringing the pool up high enough to the chair. Also, the instructors are right here; the pool is here. They don't have to go down here which is the deck level for community, but that again is a therapy pool; it was built for that purpose, and again it is the form following the function which is what we think about -- you know when we try to design for the optimized dollar.

Mr. Lavery: We are out of time, so we must close. All of us are greatly appreciative, I know, for our panelists sharing their expertise with us. Probably some persons have a few additional questions. If so, see one of our experts individually and I know all will do their best to help you.

THE FAMILY-CHILD PROGRAM

Robert J. Orozco - Presiding

Panel

Michael J. Pickett
Kathleen Wilson

LET'S-PLAY-TO-GROW

Let's-Play-To-Grow is dedicated to all who love and care for special children. Its purpose is to bring the physical and spiritual delights of play, of creating, of sharing -- to the parents and teachers who wish to reach special children and share with them a close and creative relationship.

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Parents have found pleasure and value by joining with other families in sharing experiences such as hikes, picnics, bowling, and swimming outings. Let's-Play-To-Grow is prized as a bridge between home and school, as it offers activities which can be shared in both settings.

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Joseph P. Kennedy, Jr. Foundation
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Washington, DC 20006

WATER EXPERIENCE

A Parent-Child Program

By Kathleen Wilson

Let's begin with a house, any house. Built of wood, stucco or bricks -- the structure alone is just a house.

The house may have people living in it, perhaps a man and wife, and it is quite possible that children may be added. Let us consider what happens when one of those children is a Special Child. When a Special Child is born, the lives of all family members are affected. We all know that the Special Child's life will be affected by those qualities that made him special. The parents' lives, the lives of other children in the family, even the lives of grandparents will be affected by the fact that this child is Special. Problems or no problems, the members of this family will be the people must influential in helping the Special Child realize his maximum potential. They will all need a lot of help.

After the Special Child is born, the house can remain a house, the impact of this child being strain, resentment, jealousy, guilt, discouragement, dissension and social segregation, or it can be a home where the challenges and joys of growing together are shared by the family.

The Pacific Southwest Family Life Program Network has published material stating,

> "The YMCA has a very special interest in and conviction about working with families. If we, as YMCA people, believe that families are the most important social unit of our society, then as we work with families we must....
>
> -Operate programs in such a way that they strengthen and build family relationships.
>
> -Help parents find ways to spend quality time with their children.
>
> -Teach parenting, family leadership and family membership skills by including them in all ongoing programs.
>
> -Give support to families in their efforts to become effective units.
>
> -Provide opportunities to open new avenues of communication within the family.
>
> -Help parents and children discover ways of having fun together and building lifelong memories.

Los Angeles YMCA has published "What Could A Family Be?" A number of these concepts are present in the Water Experience Program:

-Where you are cared about -- loved -- and they let you know it. Where you know it would take a lot to make them quit caring.

-Where the others try hard to find out and to understand what it feels like to be you.

-Where the others are constantly saying and doing things to build you up -- make you feel good about yourself.

-Where they expect you to be a unique person different from everyone else in actions, looks, interests, ideas, abilities and dreams -- and they are glad of it.

-Where you spend "prime" time together frequently -- not just leftover time.

-Where you do many things together -- special things -- outings and trips -- building life-long memories.

-Where you find ways of including others outside the family -- relatives, friends neighbors -- in some of your caring and some of your activities.

Water Experience is a part of the "One, Two and You" program developed for the parent and child ages one and two. An Instructor Manual of 271 pages was written by a task force of experts in pre-school aquatics, pre-school gym activities and family communication skills. The Manual includes a section for Directors and another section for the Parent-Child Physical Education Specialists/Instructors. It is a comprehensive manual and the Water Experience portion was developed from goals originally field tested in 1977 and later revised by the task force. The results of that Field Test were reported at the 1977 CNCA Open Conference.

Guidelines for the program include Standards that define the Instructor Requirements:

-21 or older

-Certified 'Y' Swim Instructor or Pre-school Instructor (preferable)

-Experience, training and personal characteristics that qualify them to teach the class

-Meet state and local requirements as a swimming pool supervisor (Life saving, C.P.R., First Aid, etc.)

For the Mainstreamed program, this requirement should be added:

-Certified Swim Instructor for the Handicapped.

Desirable qualifications are also defined.

The eight Parent-Child Physical Education Goals are directed at the parent:

- Help parent and child have an enjoyable experience with each other.
- Allow and encourage the children to experience, explore, test and respond with body movements and emotions, in a new environment -- thus to gain in awareness, confidence and physical ability.
- Increase the ability of parents to help their children enjoy the "Water" of "Gym Experience" and use it as a medium for developing coordination, strength, fitness and physical skill; to lead their children through a series of natural steps which will prepare them for swim or skill instruction as they grow older. (The goal is Not to teach them to swim.)
- Increase parenting skills which will enrich and strengthen family life and promote the psycho-social development of the children.
- Increase the ability of parents to provide the conditions and experiences in early childhood which will lead to life-long health and fitness.
- Provide opportunities for the personal growth and physical fitness of the parents.
- Encourage the development of enjoyable experiences for parents and children with other parents and children.
- Increase ability of parents to provide for the safety of their children in and near pools and other bodies of water.

There are no measured skills in the Water Experience program. It involves songs, games, exploration of the new environment of water, and fun. Any new movement discovery that the child makes can be exciting and successful, and parents are led by the instructor to respond to the successes of both their own and other parent's children with positive reinforcement. Because skills are not measured, the developmental lag often experienced by Special Children does not affect the child's opportunity to succeed -- so the class has a great potential for mainstreaming, at the best possible time -- early. As the Manual states, "The only opportunity for failure is the failure to enjoy the experience."

Parenting and family enrichment skills are introduced in any one of several ways:

- The instructor may develop a point of view on some of the most important things of which parents of one and two year olds should be aware and may share that point of view with the group as opportunities arise in class.

- Handouts may be shared after class to be read by parents. These handouts offer an excellent opportunity to share information about disabilities.

- One or two "Point of View" sheets may be used at a parents' meeting.

There is no one "right" way to lead a class described in the Manual. However, there are sample course outlines, all of which have similar characteristics included within the structure. A typical day might be:

- Short presentation to mothers seated on the deck or on benches in the locker room discussing the difference between flotations and life jackets.

- Showers (if the child is willing).

- Move to shallow end of pool (child walking beside parent).

- Child is seated on deck, legs extended with feet at deck edge (not with legs over). Instructor may support child from behind while mother enters the pool.

- Child enters the pool to mother. Holds the wall if possible.

- Group gathers in a circle for a song with movement activities included.

- Children try life jackets and flotations which were shown in earlier presentation.

- Review of previous activities. (Could be kicking, "swizzles", jumping, arm movements, "spinning like a top" on the back, "raining", pushing off.) Verbalization during activities helps expand vocabulary.

- Playtime. Toys are often introduced.

- Exit. The class may end with another song, a "train" or simply by putting the toys in a basket and saying "Goodbye".

- Parents may have a handout sheet to pick up on the way out.

- Showers and dressing.

This is not an adapted program. It does not need to be adapted; it works just as well for the Special Child as it does for the "normal" child. It works just as well for the parent of the Special Child as it does for the parent of the "normal" child. It has some real advantages.

- There are no measured skills, therefore there is no basis for competition.
- Everyone in the program is at eye level. Have you ever tried to deny someone who is looking right into your eyes?
- Successes are frequent -- we know that success builds confidence. (In this case, confidence is built in both the parent and the child.)
- Physical contact, cuddling, directed movements are used as reinforcement to the child.
- The time spent in class is a good time dedicated by parent to the child.
- There is a one-to-one ratio of student and instructor -- parent -- child.
- The class is an opportunity for parents of Special Children and parents of "normal" children to recognize their samenesses.
- The class offers an opportunity to initiate an educational process that can allay the fears and apprehensions that "normal" people often feel about Special People, making social acceptance easier.
- The supportive qualities of water make a greater range of body movement possible for the Special Child.

Water experience, for the parent and child ages one and two, has a high potential as a mainstreaming program.

HOW TO MAINSTREAM A COMPETITIVE PROGRAM

Robert J. Orozco - Presiding

Panel

William W. Cowan III
Kathy Sallade

HOW TO MAINSTREAM A COMPETITIVE PROGRAM - Marshall Room - January 23, 1979
4:00 - 6:00 P. M.

Opening Statement by Presider:

I am Bob Orozco, National YMCA Aquatic Program Director, and I will be chairing this afternoon session on how to mainstream a competitive program. The format will be an interview discussion between Kathy Sallade and myself on the subject. We would like this to be a sharing session and would welcome questions at any time. I would like to set the stage with opening remarks on what competition is. Competition is defined as follows: a rivalry, a contest between individuals, a match. In an age of soft living orally as well as physically, it is desirable to have means of encouraging constructive efforts in goals for which individuals are striving. Some of the guiding principles for amateur sport competition should be:

1. Competition should be fun.
2. Competition has value for individuals when properly administered.
3. Competition provides educational experience.
4. Competition aids in personal development.
5. Competition contributes to self discipline.
6. Competition provides opportunity for all.

The YMCA, as do many organizations, believes that children and adults can benefit greatly from participation in sports when they can learn the joy of developing the skills necessary for daily activities and sports participation, social skills from group and team activities, to develop strength and fitness, the knowledge of participating in active lives and practising good health habits, and an opportunity to understand and practise their own values and moral beliefs in life-like situations under the guidance and understanding of helpful adult coaches, teachers, and group leaders or parents.

Most of the practices which can be helpful to individuals physically, psychologically and morally can be attributed almost completely to a value system which gives high priority to recognition and winning. In many cases these are values imposed or transmitted to youth by the adults related to the programs. This is not to imply that competition and/or trying to win is wrong. Being able to compete is an important attribute for individuals if they are to succeed. They must learn early to handle both success and failure in all situations. It is when the desire to win becomes the primary objective and the other objectives like skill development, friendship, building physical strength and endurance and having fun are given less promise or ignored completely. The most important thing in the Special or regular Olympic games is not to win, but to take part. The important thing in life is not the triumph, but the struggle. The essential thing is not to have conquered, but to have fought well. These, I think, are the areas that we need to look at as we discuss mainstreaming a competitive program.

HOW TO MAINSTREAM A COMPETITIVE PROGRAM - Marshall Room
January 24, 1979 - 4:00 - 6:00 P.M.

Session leaders and participants discussed the importance of competition and ways in which integration, mainstreaming or normalization may take place. The discussions took place in an informal atmosphere and the opinions are those of the individuals taking part in the program.

Kathy Sallade: This is my third year with the team and we now have 58 or 59 swimmers. In the beginning I hoped we would have a bigger team and, in my mind, I also was trying to mainstream everybody. We have an amputee boy, a mildly mentally retarded boy and also a severely mentally retarded boy on the team. This has happened in the past two years. But initially, I was just trying to get the team going. I am sure you're all aware what it takes to get the team to come out. You have to have their records. You have to promote and take them where there are meets going on.

The first year I conducted many local swim meets just to try to get the people to come out for the teams. The only thing they were interested in was where they placed. You can cut ribbons of different colors and type up something third, second and first place. At that level they are really interested in ribbons and earning places. This first group I called the C team. I want you to be aware that I also include handicapped children. The handicapped children can be tied into the same experience. I'm talking mainly about having a complete program. Parents are really your greatest helpers. They cheer the team on, they hand out ribbons, they time the races - anything to help out. If your team is matched against a bigger one you can move your swimmers to a B team and your workouts are essentially a little bit longer - two, four lanes and eight lanes and so forth. The new swimmers can still stay on the C team level. They may meet maybe three times a week. The B team will meet four times a week and the practices can either overlap the hour or they can be two separate hours, depending on the available pool time.

Actually the handicapped children came out of the adaptive aquatics class that met every Wednesday night. This was a good starting place but then I told them I thought they were ready to get out of it. One of the little boys was very shy and even refused to talk. Today he is talking to his teammates. He may not be winning anything but just being on that team was the greatest thing for him. One of the problems that had to be met was that we were going out to swim meets specifically with the mentally retarded. The children were used to, and I don't mean to down grade Special Olympics, but they were used to being hugged. This boy would not accept this so I shook his hand, which is a normal procedure, and said "That's great, you did a good job." Then he went around shaking everybody's hands. What you are trying to accomplish is a sense of independency, yet in a very normal way. To be hugged is not accepted.

Participant: It is something that has been used and there is great disagreement as to whether it should be or not.

Bob Orozco: Are there other comments or attitudes from anyone else?

Response: I am new at coaching the Special Olympics. This is my first year, but I have been involved, not as a coach but as a helper to the coach. I felt the hugging went over quite well with our children here in Washington, D. C., especially in the track events. It kind of stimulates them to run a little faster when they see someone down there that they know or have been working with.

Kathy Sallade: From my experience you can see football players do it, and anything can be spontaneous. That's fine. If the child does not want to be hugged then that is not normal. If both teammates run together that is fine but if one of them isn't doing anything, then you want to try to do something about that.

Response: We have always had huggers, people on the side just to give a hug, not necessarily their teammates, maybe somebody they were familiar with. They would get to one end of the track and they would hug participants when they got there.

Bob Orozco: That was their role. That's a really great role.

Response: They had tee shirts that said, "Special Olympics Huggers."

Bob Orozco: That reminds me of a story once about this little boy who wanted to be in a play. He did not have the talent to be in the play. The teacher said, "You just didn't make it, but I have a spot for you. You are going to be one of the clappers."

He went home and was so enthused he had something to do. His Mom asked, "How did you do?" He said, "Well, I didn't make the part, but I have a part. I'll be sitting out there clapping." He felt good about it. So there's a place for huggers. There's a spot for everybody.

Participant: Before they started calling them huggers, we called them catchers. I work almost entirely with trainable mentally retarded and severely and profoundly retarded. Some severe-profound have trouble staying on their feet, as do TMR's and "catch" was a pure safety. The person at the end was given support so he did not go head-over-teacups. At the pool we find that many of our young people have extreme difficulties getting out over these very high decks that are so often used. But they do not want to take the time to take everybody out under the ropes. They want them up and over them. Those children don't make it. The person at the end who is the hugger now, was the helper. The theory behind it is good, but I see what you are saying about how he was used to it and all of a sudden it wasn't there any more. It is rather like what we are doing with all of our "TMR", trying to teach that there are appropriate times for hugs, loves, and kisses, and there are times when a handshake is much more appropriate. It is knowing the child.

Kathy Sallade: An integrated program like this is helping the children learn that they are not in a world by themselves, but they are in another world, too. Every individual body is different.

Participant: He got over the idea.

Kathy Sallade: Yes, he did. He also realized that, as he went up the ladder, and improved his times, so he was taking to second or first place. As a coach I do not show any signs of the boys being different. A boy may be different. We are all different, too. Everyone is different. I could notice the other normal children look at me for an expression, or something, indicating George was in last place, that he was mentally retarded or something. I just let it go and kept on treating him like everybody else. When he did get up to the second and first place, I said, "That's great!" His teammates went up to him and shook his hand. He began to realize the feedback that he could get from his team just by trying to win. This is essentially true of any athlete....any athlete.

Bob Orozco: Kathy, during your practice, and many times you have heats, trials, intrasquad competition, what kind of affection or congratulations is expressed from teammate to teammate? The handshake or the hug?

Kathy Sallade: The handshake.

Bob Orozco: Is this true with everybody else? During an intrasquad match, is it any different than an intersquad match with another group?

Response: My experience dealing with Special Olympics swimming is that you get away from handshakes and hugs. You just get out of the water and the coach pats them on the back, and they go sit down.

Bob Orozco: On the back or on the rear?

Response: Whatever, you get something from the coach and go sit down.

Bob Orozco: That's right, that touch!

Response: I think the encouragement comes from, as Kathy says, the winning. In Special Olympics everybody wins. We have no losers, everyone wins, so they get a big kick out of that.

Kathy Sallade: The reason why I do the handshakes is mainly because I try to treat every person equally. It is especially hard for me since I know that a handicapped child is coming on the team because he wants to, makes him very special right there. It makes it much harder for me not to want to make him different or to treat him differently. When he gets out of the water in second place, there were times when I just wanted to cry and to hug him because that is what he wants. I could not do it in front of other teammates. It would not be right. I would be showing favoritism.

As practices go along, the team grows and the children are accepting the handicapped child as a person for the first time, then those children will automatically feel, "Oh, she likes him better than us." They have already accepted him as a person. If you want a team, and a successful team, you have to treat everyone equally. It is hard.

Bob Orozco: Kathy, in your training of your swim team do you do anything different as far as preparing the team in the training technique?

Kathy Sallade: Not necessarily. I think every coach tries to find ways that are the best way to make them want to win. I do it in a motivational way. The middle lanes are for best swimmers. In order to earn that spot, everyone who is on the team starts off in the outer lanes and works his way in. They all fight for that. At the same time I give attention to every child. Even if there are a hundred swimmers, be sure to give each person eye to eye contact, a wink or a shake. Every individual on that team should have some kind of attention, whether you're angry with him or not. They like that. They like to have you angry with them.

Bob Orozco: Do you have any assistant coaches who help?

Kathy Sallade: Yes, one or two.

Bob Orozco: How do you select them?

Kathy Sallade: They are already on the staff. We are an independent team. Our AAU club was formed from a local school district. I am hired as a teacher. One of my sideline duties was to start a swim team. It's not exactly like other AAU clubs where it is run by parents, who select coaching and pay their salary. I am hired by the school district.

This is a unique program. It is growing now. It is jointly funded by the school district and the city. The pool is rented and during the day classes are being run there. In the late afternoon and evening recreation activities occur.

Participant: Kathy, would you mind telling us how you became involved in competitive swimming? At what age?

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Kathy Sallade: I was in 7th grade in Florida. Varsity swimming begins in junior high school. A friend of mine encouraged me to come out for swim team. From that point on, although I had stuck with swimming lessons before that, I continued with swimming.

Participant: You weren't really crazy about it?

Kathy Sallade: Right. Because my friend was on the team I wanted to join.

Participant: That was how you got involved?

Kathy Sallade: I just started there. My goal right now is really to try to get more handicapped children on the team. There are only three on my team now. John is an amputee, one leg. He was the first one who came out of the handicapped group. The children were taken aback, but this boy apparently really wanted to join the team. You have to remember that when a handicapped child comes out on a team that means something. It's not like, "I'm handicapped, please treat me differently." He came out because he wants to be treated normally. He would not be asking for anything else. He knows what he is going to get in to when he comes out. He expects that, and he likes it.

When John came out, he was having difficulties and after practice he would come up and say, "The guys in the locker room are making fun of my leg." He had a wooden leg.

I said, "John, get used to it!" Just keep talking to them and tell it like it is. They do not know how to treat you or your wooden leg. Show it to them, they won't mind. It is different."

It was a matter of John trying to accept himself. Today, he is doing a remarkable job. One of the better swimmers. He has earned his way up from the third lane to the middle lane.

The other two children are still in the outside lane and they have been there for over a year. A parent will come up and say, "This isn't fair." I say, "I'm doing the best I can. When that child is ready, we'll know." He will know about when he wants to. It is the individual, you cannot push him any further than he can go.

Bob Orozco: Do you have any special programs in which you deal with your swimmers other than swimming? Dry land? Weights?

Kathy Sallade: Part of our swimming program is dry land exercises and the mini-gym, which is the newest kind of equipment being used by swim teams. This includes the swim bench. We use everything that develops swimming muscles in the form of doing swimming strokes. Then there is the Nautilus, with which I am sure all of you are familiar, the spa type equipment. Then there are isotonic type exercises which includes stretching, which by the way I would recommend first. It's really not essential to have the other two.

Your best swimmers will say, "I know I would be better than this if I had this equipment. Once it gets through your swimmer's head that all your famous swimmers are on the dry land program, it is difficult to discourage that attitude. You cannot help but try to go for it. The program does help.

The handicapped children, especially retarded children, all do the exercises with the other children. I start it off and say, "Okay, go out on the deck and do the various exercises." Two in particular were having a hard time, but by working together they were integrating. Everybody was together on it and accepted each other better that way. They do have a hard time doing them, but they are getting better.

Question: Do you have any of these exercises written out and available?

Kathy Sallade: Yes, I do at the pool.

Question: Do you have a problem with turnover? Children enter and say, "I am interested," then suddenly they lose interest?

Kathy Sallade: What kind of children are you talking about?

Response: Both handicapped and normal.

Kathy Sallade: Yes, mainly because of society pressure, parents do not want them to associate with handicapped children, but it's only one or two.

Question: Is this disruptive to your program?

Kathy Sallade: Well, no, it's just that many parents never give the children a chance to accept the children. They just walk in and see the handicapped child and say, "Come on, son, we're going some place else." There is nothing an instructor can do but feel sorry for people like that. They don't understand. You want to say, "Wait a minute, wait a minute! Let me explain". It is hard.

Orozco: That happens early. It usually is not those who have been out for the team.

Kathy Sallade: No, once they stay on, they go to the defense of the others in the class. After two and one-half years with these special students on the team, the team has become much closer. There is an awareness of each other, more so now than when they first recognized it. There is a feeling of empathy, rather than sympathy. It is amazing, the children come out wholesome as a result of having these children on the team. And vice versa.

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Question: Do the other teams you compete with have handicapped children also?

Kathy Sallade: Not that I know of.

Question: Are they thinking about it?

Kathy Sallade: I don't know. I want them to offer it.

Sandy White: My name is Sandy White and I'm here representing a number of different groups as a volunteer. The main one is the U. S. Association of Blind Athletes. I am the swim coach for the Virginia team which is training right now to go to the National Championship for Blind in Seattle, Washington in March. I was glad to hear about your program. Most of our Virginia blind athletes are involved in existing, ongoing programs whether it is track and field, swimming, gymnastics, what have you, but not very many of them have been offered opportunities. We have thirty children going to Seattle.

Kathy Sallade: How do you get the program going? I would like to know.

Bob Orozco: How do you train your blind swimmers?

Sandy White: Just the same way you would anybody else.

Kathy Sallade: Please tell us how you do it?

Sandy White: They are physically capable - they just can't see. Mostly by touch.

Kathy Sallade: Do you have lane ropes in the water?

Sandy White: Yes, we use lane ropes as a guide. The swimmers count their strokes for the length of the pool. Our rules have been modified, we can reach out with a kick board, or something else, and touch them on the head before they get to the end so they can judge their flip turn; but most of them do not want this done. It is optional. They are so independent, these swimmers.

Kathy Sallade: That's great!

Sandy White: And we have high jumpers who are going over 6 feet and are totally blind.

Kathy Sallade: Have any of them ever been in a mainstreaming or integrated program?

Sandy White: Most of them come from mainstreamed programs, and we are taking them out of the mainstream for the purpose of this national championship. I have a running argument with the National Committee on this. It started in 1975 when an international organization, the same people who put on the Wheelchair Olympics, decided to include deaf and blind, for the first time, in 1976 in Montreal. The U. S. fielded a team of blind athletes to go. Since that was going to be a continuing affair, they needed to have some way to get the children together to qualify for it, so they created an annual national championship. That is how they rationalized putting them all together.

The idea is not to keep it all separate. Our goal in Virginia is to work with AAU, school systems, and recreation departments to try to get existing organizations to reach out and pull in visually impaired athletes. I use "athletes" loosely, because so many of these children have not had the opportunity to become athletes. That's a handicap, to try to find somebody who is not an athlete and tell him all of a sudden, "you have the opportunity to become an athlete".

Bob Orozco: At what age do the individuals participate on the team that you have now?

Sandy White: We have no age limit.

Bob Orozco: Starting at what young age?

Sandy White: Of the children who are involved, who are visually handicapped, right now the youngest is probably 12 and the oldest in the late 20's. We do not have any minimum or maximum age limit. It just happens to be those we reached so far, mainly going through the public school system. This organization in Virginia was just formed December 3, so we're pretty new. It's a chapter of the United States Association of Blind Athletes. Dr. Stein is on the national advisory board of directors.

I coach a girl who is only a summer swimmer and had grown up all her life being told that she was clumsy and slow and uncoordinated and couldn't do things that other people could do. She attended the summer swim teach at a club to which her parents belonged. The coach said, "I think you should train for distance events." She has had that in her head. On this national/international competition there are no distance events. My biggest job has been getting up here (in her head). Last summer she set a new world's record in the 100 meter backstroke; so she seems to have been convinced that she is not a distance swimmer. She is going to go under a minute in the 100 yard freestyle by January 30.

Kathy Sallade: That is a fantastic time.

Bob Orozco: Kathy, you mentioned earlier that you have a couple of assistants. Have they been trained in working with the mainstreaming concept in coaching or have they just been selected within the educational system?

Kathy Sallade: They have been pretty much selected from our local school district. Their first reaction was they could not understand the concept at all or the way I was handling it. The more I worked at it just going along training them and teaching the swimmers, they began to take in the concept, and they are using it now. If they had any doubts then, they do not now.

Bob Orozco: Do you know of any clinics that are specifically geared to people who are interested in receiving training in coaching the handicapped for mainstreaming?

Kathy Sallade: No, I do not.

Bob Orozco: Does anybody know of any?

Sandy White: The only one that I know of, and I'm new to this, is the U. S. Association of Blind Athletes. At their annual national games (this is their third one in Seattle) they have clinics for coaches. This year the clinic is in snow skiing, tandem bicycling, power weight lifting, gymnastics and sailing, which are all international sports in which the U. S. hasn't been involved - but which we are trying to add. Last year the clinic was in track and field, swimming, and goal ball. Goal ball, if any of you have never heard of it, is specifically for the blind. It is an international sport. These are the only ones I know of or have heard of.

Bob Orozco: Kathy, when I asked you the question about specific clinics, I had an idea in my mind that many times, if a clinic could be developed, we might be able to train some people to be more aware of how to train, how to condition, and work in the mainstreaming concept. Do you think this would be good?

Kathy Sallade: I think it would be fantastic. I really do.

Participant: Would you consider doing one here in Washington?

Bob Orozco: I think there is a need, but I'm also sensitive to the fact that a good coach, a coach who is interested in working with people, will work with any person, regardless of whether he has had special training and he will try to get special training.

Participant: That would make it easier.

Bob Orozco: Yes, it would, but that coach by virtue of his interest would begin to do some research and try to understand the problems related to that individual. The clinic idea would be good.

Sandy White: I'm not sure that you need much special training. I took the Red Cross Adaptive Aquatics course, because I thought it might help. I've been teaching some handicapped swimming classes.

I really didn't learn much that was new except about the particular handicaps. As far as the teaching techniques, it just seemed to be things I knew and had been doing for years. Especially in the coaching, there did not seem to be much difference other than in the case of the girl I'm working with, it all had to be verbal and touch.

Bob Orozco: There is another comment here.

Participant: I have a feeling that there are people who can teach and there are people who just think they can teach. It almost does not matter whether or not you have gone to the institute or the workshop. If you are a good teacher, you will work it out. You will learn from the child or adult. They will let you know what they need. The teacher already has basic methods of reaching, or telling, or showing or whatever, to get the message across.

Sometimes a little knowledge from a workshop is worse than nothing at all. If a person knows he doesn't know anything at all then he can get himself in gear and start finding out. A little bit of information from a workshop may make a person think, "I have the world by the tail, I've got all the answers". Often a person will not put as much of himself into doing what has to be done. From my own experience, I knew "zip" about retarded children. When I walked in I learned so much from them that I really did not appreciate any kind of a workshop until I had taught for five or six years. Then I could go to the workshop and feel comfortable, "Okay, yes, you're right - I like that idea. I'll try this." I needed to find out for myself, to revise and learn. When I walked in, I was a physical education teacher, and I had a great deal of experience in junior high. I had taught all kinds of swimming classes; but here I had severely and emotionally disturbed trainables and physically handicapped. What do I do now? I studied and I read. I read everybody's physicals and medicals. I think I got a college education all by myself, and I really think that is better for a teacher, than to have somebody tell them how to do it.

Bob Orozco: Kathy, I guess I was playing a devil's advocate, because what I have been hearing is that many times in mainstreaming that coach who is not truly a coach, who is truly interested in the individual, begins to have that "third eye". He begins to explore, to implement, and to try. He does the same kinds of things that a coach does to bring about a better performance by a swimmer than other coaches have tried.

Response: I think in adaptive aquatics when the Red Cross trains instructors to teach, they give them ideas of ways to approach it. They go through routines and all of this. For example, they blindfold a person. The first student I taught was a blind student. I could look back at some of the things that blind student was feeling, at that time I did not know. In a class taught by Louise Priest she told us that there was a mystery helper. We did not have any inkling that her helper was blind. He took us through all the routines and things we had read about in a packet we had received before going to this workshop. We had the knowledge, but it is very different to read something than to actually experience it. I can get an idea from someone in this room and take it. The idea would give me something to think about.

Response: No two people are alike.

Bob Orozco: I would like to continue on this blind relationship in competitive swimming and also the blindfold. I likewise have gone through the blindfold experience, but I have not tried to swim competitively blind, with the blindfold.

Response: It's funny because you don't know where the wall is.

Bob Orozco: Well, not only that, but I want to ask if blind swimmers start in the water or from a start?

Response: From a start.

Bob Orozco: I didn't know this and different places do different things. Imagine yourself being blindfolded and going in to the start and then swimming.

Sandy White: We're adding diving next year.

Response: I'd be terrified.

Bob Orozco: How many of you ever tried to experience the sensation of some of the competitive, handicapped swimmers you are coaching now?

Response: I used to swim on a swimming team, an AAU swim team. We used to work out at the Walter Reed Army Hospital. It was a therapeutic pool. It was very warm and the chlorine count was very high. Occasionally we had to swim with our eyes closed to keep them from burning out of our head; so I have had the experience of swimming blind. You would be surprised; it is hard, but not that hard, if you count strokes and know where you are. But if you were blind from the start, I never thought about that. We did look before we leaped!

Bob Orozco: The one difference there, the one honest to goodness difference there, regardless of the fact that your eyes are burning, you did have the option to open your eyes at any time.

Response: I tried swimming with a blindfold. I tried the slow pace, then I speeded up, but each time my strokes got poorer. My problem was when I got to a certain number I reached one hand out and felt for the wall, but was frightened because I knew that all I had to do was open my eyes, and I was terrified. Then I tried to dive off the diving board and that was really a scare. I had another problem with trying to stay straight, because I kept hitting the wall.

Response: We can overcome that problem with coaching, developing a well balanced stroke, which helps out quite a bit. It's amazing how straight most of these national caliber swimmers go.

Bob Orozco: With or without the line?

Response: No, most of them are going down between those lines.

Bob Orozco: O.K.

Response: Of course they are smart enough to know that if they get over on a line they should stay there. You can always tell the inexperienced swimmer, if he hits the line, he can overcompensate, and go all the way over and hit the other line and zig-zag. The experienced ones hit the line and stay there, even the backstrokers. As long as they do not pull on the line, they are fine.

Participant: I question whether the blind program and Special Olympics and other programs like that, are flying in the face of Public Law 94-142. In those we are deliberately segregating all of those people, which the federal government has said we can no longer do.

Response: Are we not giving them an option?

Bob Orozco: The option is by whom? Have they really been given that option or are they automatically being placed there? Your option is correct, but the question is if I say to Kathy, "Kathy, you have the option of swimming on this team or on this team." Then she makes that decision. Or do I automatically say, "Hey, you are on this team"?

Sandy White: What does P. L. 94-142 cover? Does it cover public school systems, anything that's supported by federal funds?

Bob Orozco: Right.

Sandy White: I am only dealing with children who are in AAU, private programs.

Participant: That is totally different.

Sandy White: Most of the children competing in national blind swimming championships are not representing a school.

Bob Orozco: Who finances the individuals - the parents?

Sandy White: Public donations, like the U. S. Olympics Committee, do this. I am the state fund raising chairman for Virginia. I am glad you asked ... I'm here to take contributions from you. We are trying to get each child to attempt to raise as much of his own cost of going on the one trip, which is $500, as they can. We will attempt to implement the rest. We may not be able to provide anything except an airline ticket, may not be able to provide a T-shirt, sweat shirt, track shoes, etc. We'll have to scrounge those somewhere else. We set a goal of raising $15,000 by February 15, started January 2, and by last Friday we had $10,000 in public donations. That is just from the Western Virginia area. We do not have the report from Eastern Virginia.

Bob Orozco: How are you raising that money?

Sandy White: By the use of radio, T.V., newspapers, school systems, and church groups.

Kathy Sallade: There's a point I want to make here. The time may come when the handicapped child gets very discouraged because he is not getting anywhere, and he wants to quit. Then you have your segregated program like the Deaf Olympics. It was a goal I had looked forward to all the way through my high school years - the Deaf Olympics. It is held every four years, like the Blind or the Wheelchair. These are goals that help a person keep growing. When they reach their goals, people get into new experiences for themselves and they begin to realize that they do not need this any more. You've already helped a person gain. There is something for him to try to reach for. If it isn't one goal, give him another goal, something to keep him climbing, because he will get discouraged as everyone does.

Sandy White: Are you saying then that that program served a need for you that mainstreaming maybe would not have? Did the Deaf Olympics serve a need for you that mainstreaming would not have at that moment in your life?

Kathy Sallade: No. It was a goal that was easy to reach. It is kind of hard to explain. I was on the swimming team in high school, AAU all year round, as a matter of fact, I swam with Jack Nelson for 12 years, too. I enjoyed it. I was first in the state in breaststroke and backstroke back then, but I wanted to go overseas, too. I wanted to be in the Olympics and here was this Deaf Olympics within reach and it was, "Hey, why not?" Of course, the Olympics is quite a task and not everybody makes it there.

Sandy White: I can see, from a coaching side, this girl with whom I am working. She probably would never have had the motivation to get out of this tiny summer swim club program. Now, she is a world record holder.

Kathy Sallade: Right, that AAU club was a goal for her.

Sandy White: Her whole personality has changed. She's come out from being very withdrawn. She's developed some leadership qualities. She now wants to become a WSI. She wants to teach. She wants to help me coach. I don't think any of that would have happened to her if it had not been for this program.

Participant: More important was the contact she had with you. In other words you, or the other people who were working with her, were the thing that was making it happen. It was not the swimming or the competition per se, but the personal, and interpersonal relationships and the action.

Sandy White: She was able to attain a goal that she thought she could never do.

Going back to the segregation issue, I feel some of our special people need to be in a segregated program, because many of them cannot compete on a level with "normal" people. I think the opportunity to compete is important, and for that reason alone, I can agree with Special Olympics.

Participant: May I say why I mentioned this? I really feel very strongly that the trainable need Special Olympics. I am not totally convinced that the educable do. I would rather see the educables, who are for most of their careers mainstreamed, have an opportunity with the normal. They may not be the best, but they really are going to be dealing more with the real world. As children, they learn more of what the real world is all about as opposed to our special world around the competition of the Special Olympics.

Let's face it, especially at local and area levels, there is more social involvement than there is pure skill and competition. I have been involved in it for 10 years. I have seen how the children react and I know that when local school districts are saying, "I don't want my educable children in the same competition with TMR, because it bothers them, it lowers their self esteem. They are better off here." A bridge player gets better by playing with a better person. This is why I was wondering whether the blind kids or educable might be better off with "normal" people - they might become better.

Bob Orozco: So that judgment decision is not by the individual themselves?

Participant: No, it is not. That is correct.

Sandy White: I was going to add about this girl with whom I am working. She enters AAU competition and YMCA competitions and she is really getting it all.

Bob Orozco: I can't help but think that what this particular gal you are talking about is receiving, as a result of her participation, is the real ultimate goal of any coach. You are somehow the catalyst. Once people begin to understand, relate and find themselves, they go on beyond it; possibly to a worship of that individual who has been their idol. The goals and high aspirations that the coach has become theirs. This is really one of the beautiful relationships that any of us can have in working with individuals. We can take them to a point, and when we have taken them to that point, then somebody else can take them beyond that point. We have taught them the value system, the coaching, the understanding, the appreciation of wanting to literally cast their bread upon the water and have them come back and be the leader. This is why I keep coming back to that assistant coach. If that school system said, "These people came up through the system and should have the opportunity", Kathy, you might ask some of the team members who have graduated to come back and help you; or maybe they might come back and ask to help you. That's really where it is at because then they are growing, the teacher is growing, and the kinds of things we have been working for are being multiplied.

Sandy White: I would like to ask the group a question. I am concerned about Special Olympics in our area. I know there are different levels, different areas. As a coach some of the things I see going on bother me. Last year suddenly I was called to officiate at a regional swimming competition under the Special Olympics Program. The children had apparently had no lessons and no chance to practice. They were warned three weeks ahead of time, the teachers were anyhow, and they showed up at the pool. They were all swimmers and had had swimming somewhere, but absolutely no training. They were told they had to swim one or two lengths of the pool when this gun went off. I said, "Do you think we really ought to use a gun? It looks to me like some of them might be scared." We switched to a whistle. It was as if there was no direction, no guidance from anybody. This year I heard that instead of the state championship in Virginia being held in the summer, there are going to be some in Richmond, Virginia in January. No one is going to have much time or chance to train for it. It really seems like a shame. I do not know who is responsible for these programs in these various areas, but in our area it just seems to be a shame.

Question: Is it this weekend? I just found out about two weeks ago that it was changed.

Sandy White: Yes. All of a sudden someone said, "Did you know they changed it from summer?"

Bob Orozco: It seems as though the communication line must be broken somewhere.

Sandy White: I was only involved as an official once, but I volunteered my services three years in a row to try to coach these children.

Bob Orozco: Let me ask the next question on that issue, "Are you trained differently to officiate?"

Sandy White: No, there was no training. They just called and asked me to come to officiate.

Kathy Sallade: They do that.

Bob Orozco: I wanted to be sure.

Kathy Sallade: I have officiated, too. They say, "Come on down and officiate. There is nothing to it, just stand around, and time events and give them ribbons." I had a girl call me up once, whom I had never met except through the phone conversation, and she was a handicapped child, of what sort I don't know. She says, "I need to get to your pool and swim." "Fine, come on down, I'll be here."I'll coach you." "Well, I need a ride." "Well, isn't your mother there?" "Well, yes, but . . . ." "I'm right here." You have to draw a line. If she is intelligent enough to talk on the phone, she can find a way down. The service is there. Whether she was afraid of swimming in an integrated program or not, I don't know.

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Participant: Some people just want everything you could give them, like all the people on welfare the world over, keep on giving guys.

Response: About officiating, I have had experience with Special Olympics swimming. We tend to let many things slide. It looks like we are being lackadaisical. We let some of the children develop some unorthodox approaches so we tend to let the rules be very lax. It is really hard to disqualify one of them when he gets in the pool and tries, we know they are breaking all the rules in the pool.

Participant: Everything's free style!

Response: Right!

Bob Orozco: Have you ever tried to run a free style relay, using four distinctly different handicapped individuals? I am raising a question based upon a team.

Participant: By the nature of the definition of Special Olympics that would be a little bit tough, because it is an I.Q. basis. That does not mean that they cannot have many different disabilities, but it is basically I.Q. Teams are a little tough anyway, especially when they are going on from meet to meet. Only four children from an area can go to a state meet. You do not take only the swim team because you want to give the track and field members a chance.

Bob Orozco: I'm referring to almost a dual meet.

Kathy Sallade: You mean on an integrated program?

Bob Orozco: Yes, exactly.

Participant: They have to be retarded.

Sandy White: Again with the blind swimming, even though they are all blind, they compete in three different visual classifications, from totally blind down through legally blind. There is one in between that is half and half. It is a medical definition, and is hard to explain in medical terms. In their relays internationally and nationally, the relay has to consist of two totally blind and two partially sighted, legally.

Bob Orozco: So that partially answers the question.

Sandy White: So that addresses the team but not mixing different handicaps.

Question: I'm not terribly familiar with the Special Olympics. We'd been asked to bring some kids but found out too late. Am I to understand that the idea is to make every child a winner in some way or another?

Participant: Ultimately not because you're awarding like first through eighth place, if you have eight lanes. You can call that a winner if you like. Locally what is done is to award first, second and third. The rest are honorable mention. In other words there is a ribbon but it's not indicating fourth, fifth or sixth, which happens to be our number of lanes.

How To Mainstream a Competitive Program

Question: My question was if you had every child as a winner of sorts, are you really fooling them into thinking they are winning? If everybody is a winner, then how do you have a winner?

Participant: If you say, "You are first, you are second, you are third, you are fourth", there comes a time when children begin to understand the difference between being first and second. The very young ones like eight and under, may not have that comprehension. Some of those who are slightly older may not have that comprehension. However, it does not take long for Johnny to realize that the blue ribbon is for first place and the best one, and the red one is second and the yellow one is third. There is a pecking order every place, even in the trainable class, and they work it out.

Response: I would like to say all our children are winners. They all get ribbons.

Participant: Right, all get something.

Response: Yes, we give participation ribbons, but they are all winners. We do not stress winning and losing, but stress participation, being honored, getting out and exercising, and learning how to swim. We are not really concerned with winning or losing.

Bob Orozco: The crucial part, I think, is the involvement and participation, being there, and being recognized for their accomplishments however meager they might be or how large it might be. This is what we are concerned with, that even in Special Olympics we have that winning aspect. We are back to winning as the most important thing. Maybe you do not see it, but when we say, "That's number 1, that's number 2, that's number 3," somebody is going to be number 1, and number 2. We have this special winning at the Olympics at certain points, but I think the winning isn't everything. It is that participation that is important, even though our society is so geared at winning. We say people have to compete, because life is competition. I can relate to that, but some of these children do not want to compete. If they can participate, that is enough. I think it is crucial for all of us to put our values, depending on where our values are, as to how important we see competition and that there is a spot certainly, for those who want it. Let us not forget those who do not want it and let us have a program for them and begin to relate for them. Kathy, do you agree?

Kathy Sallade: Yes. I really get caught up on the special kinds of things that we try to stimulate. It is recognition, call it what you want, but when the bottom line is there it's competition. Hopefully we may be able to put this in the proper perspective, even though you are being hired as a coach to produce winners of whatever for your school. My own personal philosophy is that we get participants, we get involvement, we get people relating to something that they have been tying into. It is fun, it is relaxation.

This business of ribbons is really a funny area that I have been wrestling with for years. I have been involved with AAU age groups swimming for as long as I can remember as a participant-coach. The area I am from seems so hung up on ribbons. At a meeting last Sunday of a group who had decided this year to give "heat" ribbons with a Little League program, which has a thousand children in this little community about 10 square miles, who swim every Monday night in this Little League meet. There are so many children they are swimming at four different pools every Monday night. Now they want to give heat ribbons to the winner of each heat. It just seems endless as far as this business of ribbon giving, you know. A couple of years ago some of the children dropped out, and were saying they dropped out because by the second meet of the summer they knew who was going to be winning. Everybody was going to keep getting the same ribbons all summer so why should they continue to compete. We then created two divisions. Now we give one through eight in a gold division and one through six in a silver division and heat ribbons in each of them. It is now $5,000 worth of ribbons and we are getting concerned.

There are different classifications of meets - you have your three meets and have to reach a certain time. If you are over that time you are considered an "A" swimmer and you go to only "A" meets. The same is true for "B" swimmers and so on. The heats are for slower swimmers. People compete always with swimmers of the same calibre in each heat.

Question: Is there a point that mainstreaming the handicapped individual especially with physically handicapped, becomes negative since competition involves speed? Is there a point where that person is going to end up being embarrassed and the whole thing would be negative? I have had some fat children that did not have any handicaps other than they they were just glutinous.

Answer: That is a handicap in itself. In the forties I was swimming competitively at high school and one of the boys from Pittsburg did not have a leg. He was swimming at that time the longest distance race and he came up to the starting mark - and hit that water. He came in first. He was as strong as an ox and had great power in his upper torso. Relating this to the fat child, I have seen some fat youngsters really move.

I am sure this boy probably reached a point where he is going to give up especially when he is 13 or 14 when boys are developing. They have to be told to give themselves one more year and they will be big and strong and thin. It is their respect for the coach that makes a child willing to want to work for them. You have to convince them that that time will come for them when they can succeed.

Comments:

One of the beauties of swimming is you do not have a cut system. You can use almost everybody. My son is on a Little League basketball team, he is a soccer star, baseball star, and suddenly now he is too short to be a star at basketball. This is a frustrating thing and he wants to drop off. He cannot stand the coach because he only gets to play a few seconds at the end of the game if they are ahead.

It is part of a growing experience for them.

All of us figuring that we have the right answer and we cannot learn anything. When I train instructors I always tell them that every time I teach a class I learn something from them. As long as you continue to learn you're going to make a good teacher.

Right.

Perhaps in our Red Cross, YMCA and any other instructor program there is a real need to start integrating more adaptive program positive attitudes right at that level. I teach the WSI and WSIT, then over here we've got the adaptive. Now Louise says that the new book will have a chapter on the adaptive.

A good educational system should teach you that the broadest education that you can get will make you the better educated person.

I am trying to get 60 hours to teach the course and they want me to do it in 27 or 30 so I just volunteer my time and bring in extra hours and add other things. It gets endless. Now we are tying to add CPR, more first aid all the time, and scuba rescue, where does it end?

This is right. Unfortunately, you know the requirements become greater.

Now the Red Cross has a new book coming on lane training.

You know I think it is similar to the preventive lifeguard program that the YMCA has. I would love to see programs that implement it so that everybody would be trained in the same manner, have the same type of training. I think that these programs are really good. The agencies need to prepare one book so everyone would get the same training. Someone told me the YMCA has a good preventive lifeguard program, but still the only course that the Red Cross has recognized and accepted is the YMCA certification for the handicapped, if they want to become a handicapped instructor. They will not accept the life saving because the Y leaves out the things that Red Cross stresses. A person who gets life saving through the YMCA and wants a WSI should be able to qualify for it. Therefore the two organizations should have comparable requirements.

Do you think they will ever have, through CNCA?

I hope that will be the vehicle, but currently there is better communication being done between Louise Priest and myself and Oren Meyers than ever before. Recently I have submitted to Oren a crossover where any of the Red Cross people who are interested in becoming certified in YMCA life saving only have to meet the requirements which differ. Mr Meyers is to develop a similar crossover for any of the Y people wanting to come into the Red Cross and take only those hours of difference. I recognize there is a difference because there is a certain history and philosophy related to our program that is not related to the other, but they are both so similar that it is unbelievable. The most recent changes that have happened in the Red Cross has almost engulfed all of the pieces that the Y has done, but have added a couple of other ones. There is no reason why it is not possible to get together. It is the local chapters across the country who are not willing to accept this difference.

How To Mainstream a Competitive Program

That reminds me going way back of the period of time in which the YMCA was criticized and condemned by the Catholic Church. The Catholic Church said it did not want its people going to the Y because the Y would try to convert Catholics to Protestantism. Perhaps this was true in the early years of the movement. I think this may have been the attitude taken by old Y directors or Red Cross leaders. This feeling needs to be eliminated, but it has to start at the grass roots. I would like, eventually, to see the development of an American Lifesaving Certification that would encompass any and all organizational qualifications and that there would only be one. I envision this happening but organizations will have to be willing to be more interested in what society gains and put aside any prejudice and feelings that have built up over the years. Possible CNCA could be the common denominator. This is just futuristic thinking on my part.

This is similar to the American Heart Association having their CPR and Red Cross. Before long they will probably change their rules enough so that they are both the same.

Let me share one more thing with you. From the podium the other day came some remarks about the handicapped certifications. I do not know how many of you are aware that Louise Priest is also an instructor of the handicapped and in many of her institutes she can cross-certify and give both certifications. It would really do a great deal of good if, when she went to institutes, she would give this dual certification, just as many of us give dual certifications.* The real worth of individuals at college level or any level is when they are trained as completely as they can be and go into the community where the opportunities for job employment are, and are certified so that they can enrich the communities.

I teach in a local Y and I've never heard until just now that the Y had a handicapped certification.

I came to this conference because we are getting ready to build a new facility. My main interest is getting the community to work more with handicaps, more than just in the summer months. I live in Charleston and work in Huntington. The Charleston area and community is doing what I would like to see the Huntington community do. We talked to the senior citizens because this is an area where there are federal funds; there is money ready so you get the backing of the senior citizens. We had handicapped groups in the community which wanted their children doing something all year round. We went to the medical association because they had people who had surgery and needed a program afterwards.

We went to the university which has students in special education who need practical experience. We have backing and we know we have a certain amount of funds from the Red Cross now, so we know we can get the money. The next thing was where do we get the land. There were two members on the board who said, "You give us money, we'll get the land." We have accomplished these two things, and then they started to ask me what kind of pools I wanted the building to have. I know what I wanted in the pool, but I didn't know about the size. At this conference I think the exchange of ideas from the people working in the area so you can take back ideas and implement them into your program is very worthwhile.

Footnote:
*Grace Reynolds is an instructor for both the YMCA and Red Cross and has when requested given a dual course and certification.

How to Mainstream a Competitive Program

Has anybody seen what they consider in their minds the ideal pool that might fit into our program? I'm serious because what you've seen may not be the ideal.

Yes, I have been close enough to direct the ideal swimming pool. I run the D. C. Center for Therapeutic Pool and in my opinion it is one of the best constructed swimming pools for instructional swims and handicapped swim in the United States.

Please explain. Does it have a hydraulic floor?

You cannot move the floor, but what we have is good. I will do a layout and will show you how my pool is designed.

And if anybody might incidentally want to get hold of this man, get his name after the session, because I think this is important.

Is that a fluorescent light up above that?

Well, this is a down view.

Looking down?

The top view, okay now let me give you a side view and then we have put in dotted lines over here in this area. Now this area is my eight foot area. This area is the two foot area and this is three feet - the female locker room and the male locker room. We use this for pre-school and very short people whatever they may be.

What length?

This is about 47 feet. It's a small pool, it's not very big - water temperature is 85^{0}F.

That's constant?

Constant - air temperature 3 or 4 degrees different, a little cooler, maybe a little hotter. It depends on the ventilation. If the fans are running it is a little cooler. If the fans are not being run, it is a little stuffy. We have three exercise poles in the middle of the pool here. This is agate and divides the deep end from the shallow end. This part is all your deep water instruction, anything that you might need to do in terms of deep water, teaching how to tread water, retreive things from the bottom, surface diving, etc.

Can the child swim under the railing to get in the deep end?

No, the railing is very close together. You'd have to be extremely thin to swim under it.

Can the children step over it?

Yes, that is a problem. You can jump over them. Some hyperactive kids have attempted to leap from the shallow end to the deep end. I put my lifeguard right there and his main job is to prevent that.

Is that a well or does that slant down?

How to Mainstream a Competitive Program

It's pretty basically a well because the slope that goes down goes very slowly and it only comes down to right there. There is a little area here that goes in and the slope is only that portion over there. The rest of it is 8 feet deep so it is a bad drop and often you hve to tell people that once they step past this rope, the water will be very deep, very quickly. There is no diving board.

None on the pool?

None on the pool.

I like that idea.

I do not. If we are mainstreaming, which we are supposed to be about, I feel that there should be a diving board so that we can teach the children how to use it because there are going to be diving boards at "normal" swimming pools. If this pool had a diving board I could instruct them in another way. I could teach them how to use that diving board which would facilitate their using a normal pool. On this area here is a barrier, something so there is really only one entrance point outside of the swimming pool and that is over here. The rest of this is pretty much fenced off so it is very hard for anyone to walk up and fall into 8 feel of water. At this side of the pool there is a wheelchair ramp, which comes in off the deck. I can be wheeled down into the swimming pool. This corner is kept at about 95°to 105°, very warm, very relaxed, very comfortable.

They actually sit on them?

No, they are not actually flush with the deck. Here is a very large window, door window, sliding door, about three doors wide so it is really six doors wide. We can really open it up. It gives a nice view in the winter time, snow out in the back of the woods. I think this pool is structurally an ideal swimming pool for handicapped and instructional swim. It lacks a diving board but with everything else it is perfect.

How long has the pool been built?

It is about two years old.

And the cost? Do you remember?

The whole building, this is the center itself, was $2,600,000. You can probably get it done more cheaply in another part of the country than you can in Washington, D. C. Prices are outrageous on everything.

Any other questions?

You said Center, so what other things do you have there?

There is a gymnasium and also a place for arts and crafts. There is a home life scale area which is just like a real kitchen. Also there is a wood shop. Outside are facilities for miniature golf, bike trail, jogging trail, picnic area. The center is built so that woods are immediately on the other side of the fence so we can go hiking through the woods.

How To Mainstream a Competitive Program

If somebody wanted to get hold of you to write to you for some information, put your name and address and zip on the board.

I just have a comment. I don't know what kind of pool that the questioner is looking for. I think that something has to be considered in building a pool, because of the kind of usage it will receive. We were supposed to have built an all purpose pool. It was supposed to be good for all the programs. We have a slightly L shaped pool, 2½ feet to 8½ feet. We are also supposed to be a self-supporting unit. Because it is 2½ feet in the shallow end and it moves very slowly, like within 20 feet to 3 feet, it leaves me absolutely no room for a swim team or for perhaps a synchronized swimming program. It is bad for that kind of program. It is a terrific teaching pool, but something that should be considered in building a pool is whether a swim team will use it, and the interesting thing they did with my pool which I would not recommend for anybody is that they also put in a dry ramp for wheelchairs and it is basically useless.

What is a dry ramp?

It is a ramp that goes from the deck level down and then the people have a 2½ foot wall which they have to get over.

Can you read my illegible handwriting? That is 3030 G Street, S.E., Washington, D. C.

Do you have a wheelchair that you can take into the pool?

The swimming pool provides two wheelchairs. We do not use the client's chair.

How long have you been using these chairs?

About two years now.

We have replaced two of them. Now they do have aquatic wheelchairs that you can get out of a catalog. We use the standard wheelchair, but they are wheelchairs especially designed for what you want to do. They don't rust or have as many moving parts. The wheels and the arms come off.

I was looking for a plastic chair.

The main problem is with support on plastic chairs. We invite everybody to come by and see our center. It is really marvelous.

We developed a survival training in the Grand Rapids area that now serves 9,000 students. Every fourth grader must go through it. We were mainstreaming and did not know it. I had not heard any of these terms used before because I had never dealt with handicapped. I am a WSI and sailing instructor trainer. The program, because it was a school program and compulsory, included retarded youngsters. None of us had been trained to work with special education students. I wondered what I would do and the next day I found it was a perfectly normal experience. When I came to Washington, D. C. I wondered where I might fit in. Someone suggested I go on working with the handicapped, but no one here was talking about drownproofing or survival swimming. Kathy was the first person I had met who had the empathy and enthusiasm required in our drownproofing and survival. We were teaching children to survive, not to swim the perfect crawl. It seems odd that no one has ever put any survival training into the handicapped programs. The survival stroke is taught of course, but because Michigan is surrounded by water we used a canoe and a sailboat and foul weather gear and snowmobile suits and waders and everything that we could bring into that pool. The Department of Natural Resources helped me with this, teaching children what would happen if they fell in with that on.

Kathy, do you want to jump in first?

Arlington County where I started four years ago, has a drownproofing program. It is required of all fourth and sixth graders. You might want to check with Arlington County. I can give you my boss's name. She is in charge of one of the swimming pools there.

Let me make a request. This is a personal request because of the way our society moves on terminology, legality. Consider changing "drownproofing" to the "survival swimming" because when the word "drownproofing" is used and if a person who has had the course drowns, then court action could be brought. There was an article in Parade, and Oren and I reacted to the word used and we were able to get a collaborative follow-up article. There are some litigations now at the court as a result of the use of words. Our society is so in tune to what you say, what you have done, that they will come back and use these words. I would like to request that the term "survival" be used.

FINANCING THE MAINSTREAMED AQUATICS PROGRAM

Betsy Jacobs - Presiding

Discussion Panel

Margo Brinkley	Dr. Julian Stein
Jack Shakely	

FINANCING THE AQUATICS PROGRAM - Delaware Room, January 24, 1979
9:25 - 10:25 A.M.
Betsy Jacobs - Presiding

I'd like to welcome you to "Financing the Aquatics Program". We have some guests today who are going to be giving you a brief presentation and description of their programs. Unfortunately, Terry Lierman, the assistant for Senator Magnuson, was unable to be here this morning. But I hope that the other people can answer any questions that you might have. I'm going to introduce Margo Brinkley. She is the director of the Foundation Center here in Washington, and their headquarters is in New York City. Margo:

Margo Brinkley: Thank you. I'm glad to be here. This is an exciting program. What you are doing is something which can be, and probably already is - of interest to foundations.

As you know, foundations are sometimes described as "private money for public good." Today private money funds over 21,000 foundation which together make total annual grants in the neighborhood of two billion dollars. These grant dollars, five per cent of all private giving, can be an important resource for nonprofit groups such as yours because - unlike gifts from individuals - this grant money continues from year to year.

Providing current and comprehensive information on foundations is the purpose of the Foundation Center, a national nonprofit organization. Our staff collects information and organizes it using computers and information science techniques. We make foundation facts easily available by publishing directories and grants records, and by maintaining libraries open to the public at no charge in our New York headquarters, here in Washington, and at Field Offices in Cleveland and San Francisco. In addition, the Center gives our publications and foundation records for that State to over 70 cooperating regional collections located in every State. (See address list attached). The Center is largely supported by foundation grants.

I will discuss first some things you should know about foundations in order to use this information effectively; second, how to identify those foundations most likely to fund your program, and third, in more detail, the research tools you can use.

Two points to keep in mind when you look for a foundation grant. First, in contrast to federal programs designed to achieve specific goals, most foundations operate under broad charters. They can respond to new needs and fund new types of programs. Of course, each foundation has a giving program, but you will find these programs often include several areas: health, education, recreation, social welfare, arts.

Second, foundations seldom announce grants available or issue requests for proposals. Instead, each has its own interests and purposes, its own geographic area of giving, and a certain amount of money to grant each year. Foundations make grants by selecting for funding from among the proposals they receive, those which most closely reflect their interests, are within their geographic limits, and fit their giving range.

How can you direct your proposal to the appropriate foundations? First, decide exactly what it is you want to fund and prepare a thorough case statement to back it up. With this in hand, you can use directories and grants records to compile a list of the foundations most likely to have an interest in your program.

Make your search as wide ranging as possible. Look for foundations interested in the type of program you plan, in the population groups you serve, in organizations like yours, and be sure to look for those foundations whose giving interest is your city or state. Many foundations, large and small, have as their purpose improving the welfare of a particular city, region or state. Within that geographic area, these foundations fund a wide variety of programs.

The last step is to refine your list by reviewing the individual records of each foundation you have identified. Take the time to examine at least two years giving record, three would be better. If you consider only a single year, you may be misled by a one time grant. At this stage you will note specific details about those foundations whose grant records indicate possible interest in your program. You will eliminate those whose giving history includes little evidence of interest in activities such as you propose.

In a word, for the foundation fund seeker, research is the name of the game. Of course, even a combination of an excellent program and careful research cannot guarantee funding. There is no doubt, however, that with research your prospects for success will be increased. On the other hand, a careful review of grants records may indicate that your program is not a good prospect for foundation funding. In that case, you can turn to another source with minimum loss of time and postage.

Now, specific research tools. The three directories outlined on the chart attached will enable you to locate any and all foundations. Since three thousand of these make eighty per cent of all grants, let's consider first how you can research this group. These are the foundations which have over one million dollars in assets and/or make total annual grants of over one hundred thousand dollars.

The *Foundation Directory*, currently *Edition 6*, center column on the chart - lists these three thousand foundations by state, alphabetically. In other words, the *Directory* gives you a descriptive list of the largest foundations in every state: name, address, officers, person to contact, purpose, total grants, high and low grant, other fiscal data, and application information.

The purpose and activities of foundations with local giving programs appear only in their main entry. To find these foundations, look through all the foundations in that state. If you are in a state like New York or California which has many pages of foundation listings, you can find those in your immediate area by looking at the programs which may be interested in your program, turn to the Fields of Interest Index.

Source Book Profiles, the column on the right of the chart, is a new publication which provides detailed analyses including sample grants of the thousand largest foundations. For example, the Pew Memorial Trust in Philadelphia made grants totalling twenty-two and a half million dollars in 1976. The foundation's annual report lists these grants with a brief description of purpose in alphabetical order filling seventeen pages. To determine this foundation's possible interest in programs similar to aquatic mainstreaming, you would have to analyze three hundred and fifteen grants ranging in size from six million dollars to two thousand dollars, classify them by area of interest, and compute the percentages of total giving each area represents. *Source Book Profiles* does this for you. You can save a lot of time by using these profiles when you want to investigate any of the thousand largest foundations.

Indexes to *Source Book Profiles* will help you identify subject, interests and types of support given by these foundations. Again, the Geographic Index lists foundations by city and state.

A third guide to the giving interests of those foundations which make total grants of over one hundred thousand dollars is the *Grants Index*. This is a current and continuing record of grants of five thousand dollars or more voluntarily reported to the Center by foundations. It is published six times a year in the journal, *Foundation News*. Grants are listed by state, alphabetically by foundation name. There are two indexes, Key Words and Phrases, and Recipients. Using the *Grants Index* you can find out what grants are currently being made for programs similar to yours or to organizations like yours.

At the end of every year, the six grants lists are compiled into a hardback volume with cumulative indexes. At the same time, these grants are printed by computer in over fifty subject lists called Comsearch. For example, grants relating to programs or services for the Handicapped are listed together; another list groups all grants made for Young Men's and Women's Associations. Even if you have never considered foundation funding, by using Comsearch you can, in a short time, be as well informed on recent foundation giving to Handicapped as any expert. (Note: the Grants Index does not contain all grants of $5,000 or more; only those voluntarily reported by foundations, approximately seventy percent of the dollars granted.)

Now, those foundations making total annual grants of less than one hundred thousand dollars. They can and do provide valuable funding. In fact, these foundations should be emphasized because they are less well known and therefore receive fewer proposals. These foundations are often locally oriented, and are more likely to reflect the interest of the donor family.

The National Data Book, left column on the chart, lists these foundations: name, address, principal officer, assets, and total grants. Volume two lists foundations by state in descending order of total grants. Use this volume to locate foundations in your city or state which make grants of over ten thousand annually - or of any figure you feel is useful. Volume one lists the same foundations alphabetically by name. If a family or a company in your area has a foundation, you can find it described here.

The three directories and the Grants Index are the major tools for your initial research. With them you can compile a list of foundations which may support your program.

To refine this list, look at the complete record of grants made by each foundation you have identified for at least two years. It is worth noting that the grants a foundation makes is a good indication of their interests so the lack of a statement of purpose is not important.

Each foundation's grants are reported every year on their Form 990-AR, or annual information form filed with the Internal Revenue Service. These forms are public information and can be consulted at our libraries and regional collections. You can also order individual forms or the records for an entire state from the IRS. In addition, the Center has a subscription service, the Associates Program, which provides information from these forms on a toll free telephone line.

The Annual Report Forms are microfiched by the IRS. They come on IBM type cards with a "window" of fiche each containing several pages of the report. They are convenient and easy to use, looking at two or three years of grant records is a simple matter. If any of the foundations on your list publish an annual report in addition, of course you should look at that. All of the directories discussed indicate which foundations publish annual reports in addition to their IRS annual report form.

In conclusion, research - although it does take time - is a simple straight forward process which goes more quickly than you may imagine. To find foundation funding, it is the recommended route.

Betsy Jacobs: Thank you Margo. I would prefer if we could wait for questions until after everyone has finished speaking, and we do have some material for handout. I'd like to introduce Julian Stein, who is a consultant with Programs for the Handicapped, American Alliance for Health, Physical Education and Recreation.

Julian Stein: Thank you. I am going to take a dissenting position concerning one statement by a previous speaker. Most foundations in their philosophies and in their printed materials appear to have broad objectives. However, we have found in dealing with foundations that they actually are more narrow that the Federal Government. We went through Ford Foundation objectives and had several projects in mind that related to virtually every one of its nine objectives. The foundation individual with whom we talked, as we discussed projects in relation to Ford objectives, said, "Well, it appears that they're broad, but really we only fund projects of this type or that type."

Margo: We would just say Ford is not typical.

Julian: We have found this pattern in dealing with many foundations. Look under Paul Harrington's vita and you will notice under publications Guide for Financial Assistance and Program Support: Innovations and Success Stories, and Guide for Financial Assistance and Program Support: Foundations and Trust Funds. These deal specifically with foundations and trust funds which have track records of having funded projects dealing with some aspect of physical education, recreation, sports, and related activity areas.

Seeking and searching foundations close to home must be reemphasized. Don't always think of large foundations. Often the foundations with which you will be most successful are small relatively new ones looking for worth-while projects with which to get involved, particularly in some of their initial efforts.

Paul Harrington's two publications were done in 1972 when he was an intern with us. A third publication in that series deals with federal programs that support physical education, recreation, and sports, specifically for participants with handicapping conditions. During the past summer, under a special contract with the Office of Handicapped Individuals, all three of these guides were updated, and are now again available. They are available and condense information about foundations so you do not have to wade through information about so many and can deal with those having good track records related to these areas.

Other areas you might consider include revenue sharing, particularly at local levels. Local level funding for recreation, of which aquatics can be a part, are eligible under revenue sharing, however, you need to get in and scrap for those funds; they are not going to come to you automatically! There are still two more years under tax credit available to any organization that files income tax for getting a $25,000 per year tax credit for removal of architectural barriers. That went into effect in 1977 so that organizations can get $25,000 tax credit per year through fiscal 1980.

Don't overlook service and civic groups for direct assistance in terms of finances, equipment, services. Also use backgrounds and experiences of their members to assist you in seeking funds from other sources, whether from foundations, federal sources or in fund-raising. Often amounts of money needed for expanding programs are better approached from fund-raising standpoints than from grants or contracts.

There are some other things you might think about. Several years ago we were involved in a program in Poughkeepsie, New York, in which a young lady who had an outstanding camping, outdoor education, outdoor recreation program involving mentally retarded students bemoaned the fact that the program was done on a fiscal shoestring since they had not been able to get a grant. My comment was, "You know that's probably a blessing in disguise!" When we get grants, we go from here to there -- nothing to much -- in program operations. In most cases, the local community or the agency has not been involved in going from here to there, so that when the grant or contract expires they are not ready to accept it and integrate it as part of the ongoing program. So we revert from there back to here and are in a worse position, being used to functioning up here; it becomes very frustrating. Each one needs to ask him/herself "Do we really need a grant?" "Do we really need outside funds?" "Are funds being sought for those aspects of programs ones that should be incorporated into the regular budget?" San Antonio, Texas, as an example, has incorporated a percentage of the municipal recreation budget specifically for various aspects of special programs involving participants with special needs.

Financing the Aquatics Program

When we get grants and contracts for programs for participants with handicapping conditions, there is an underlying implication that these programs are privileges. My position is - they are rights. Not only are they rights for the individual, but now there are legal reasons, Section 504 of the Rehabilitation Act which not only prohibits discrimination but requires appropriate adjustments equal opportunities for individuals. We need to look at, "Why do we want funds?" Is it really for something that should be looked upon as part of the regular budget? If so, then approach it that way, rather than from the standpoint of extra funds

We need to break many erroneous ideas about excessive costs for many of these programs. This emphasizes need for consumer involvement. At Michigan State University they were looking at ways to make buildings accessible - ways of simply getting into the buildings. They explored the usual route of ramps.For four buildings ramps would have cost $3,600. The group from Michigan State which you saw in the video tape Charles Freeman showed on Monday - Handicappers said, "Why not terrace out the steps completely, so that you have a gradual entryway." This was done. The cost was $1,352 -- a savings of over $2,000! During the first snow at Michigan State another $1,000 benefit was attained. Snow could be removed by a tractor coming right up to the door. It didn't have to stop at the steps and then have someone remove snow from the steps by shovel. In one of the hospital administration publications, estimate for lower drinking fountains in every hospital in the United States were very high. An individual in a wheelchair said, "You don't have to lower a drinking fountain for me; simply put cups there, and I'll use the cups, and you don't have to lower a drinking fountain."

There have been many exaggerations about accessibility costs, many of them have reached the point of being extremely ridiculous. We need to look at things realistically, and again ask, "Do we really need extra funds for what we're talking about? What is the connotation if we do get extra funds?" An excellent article in the current issue of Rehabilitation World by a severely multiply-involved young man from England who has only movement of his head emphasizes that in the United States we tend to look at things in the most difficult and expensive ways. He showed how he does virtually any activity using a variety of kinds of mouthsticks. These cost minimal amounts, yet, individuals get grants to come up with all types of technology that in many cases are not wanted or needed by groups and individuals for which they are designed. This again emphasizes need for active consumer involvement. In no area is this more important than as we look at and consider financial implications.

From the standpoint of small programs, programs with small staffs, we need to look at investment of time that has to be devoted to legwork and developing contacts before a proposal is ever started. We must consider chances of that proposal actually being funded. Is this investment of time a sufficiently high priority that it should be taken from our major function of providing services? If an agency has someone to develop proposals and do much of the legwork, we need to get him/her to assist in areas where grants and contracts are going to supplement and provide certain types of enrichment for programs. These are judgements each of us must make.

There are within the three publications I previously mentioned, hints and suggestions on grant writing, steps that need to be taken in this process, what has to be done in seeking federal or governmental grants, and dealing with foundations. Each of us needs to do some soul-searching to determine whether we are using lack of funds as a rationalization for not doing what should be a part of programs anyway. We need to look at models around the country where individuals have gone forward without funding, or with very little additional funding.

Betsey Jacobs: I would like to introduce Jack Shakely. He has been with the Grantsmanship Center in Washington and will be the Director of Communications for the Council on Foundations, Inc.

Jack Shakely: I do want to spend a little bit of time this morning talking to you about, not so much where to look for grants -- I enjoyed very much both these talks on the ethics of "should you take grants" -- but something more about after you find out where the money is and whether you should in fact go after a grant or a contract. I want to spend a few minutes talking about how to write a proposal.

I think most people spend a great deal of time researching the funding sources to which they would like to submit a proposal, and then spend very little time on the actual applications. I think we should think of grants, and I use the term pretty generically, even a $1000 unrestricted grant for whatever you want all the way up to a million dollar grant for very specific purposes -- think of them as loans, loans from a bank. Can you imagine your boss walking in if you were the loan officer, and saying "Why don't you go out and get us some more loans? We really need to have more activity in the loan business, and I'm going to equate your job on how many loans you get." This is not a very good way to define your job. Those loans have to be paid back. Grants have to be paid back as well. Not in dollars but they have to be paid back through some programmatic effort. It is very important, therefore, to see that the proposal that you are discussing to the funding source is one that spells out very specifically how you intend to use the money and how you intend to pay back, in this case not the funding source, pay back society for the use of this money.

Many people say, "Isn't it true that most proposals are dealt with for political reasons rather than for merit?" Many of them are, but in many cases it is because the proposals are so devoid of merit that a political consideration is all that is left. We write a proposal saying that the objective of this program is to increase the self worth of the people in Fairfax, Virginia. How in the world can we relate to that proposal except on political considerations? (There's no real social payback.) There is an aura of suspicion, an aura, if you would, of fear in the private sector and the public sector that we no longer have enough money to do the job we want to do. It is very true that the foundation, I'm quite sure, would be willing, if it were able, to fund all of these. The fact of the matter is that it is not able. The foundation role has stayed about the same as far as financial ability to make grants for the last ten years. It has not grown a great deal. The corporate role has not grown a great deal. The federal government has grown a great deal, but our expectations of what the federal government has to do for us has also grown.

It is very important for us to start looking at the proposal as a way not only to convince a funding source, but also to convince ourselves that what we're doing is a very good job. A sophistication has grown in the part of the reviewer over the last fifteen years. Actually over the last five years you see the sophistication growing considerably. Those of you who were proposal writers five or ten years ago could write something like, "The objectives of this proposal are simply too great to mention here." And we would bounce on to the next project. I saw a proposal once that had that very line. It said, "Time and space does not allow us to tell all the great objectives that might occur in this proposal." The reviewer had written, "Yes, the time and space allowed you to mention just one." And they didn't.

For most private funding there is no application form. I think that's a wonderful idea. You, therefore, are going to be judged not only on what you say, but the way you say it. Most federal governments are very much like a stern grandfather. They will tell us exactly how we should apply and will give us all kinds of forms. I am sure those of you who have been dealing with some of the government forms think that it must be a test of your mettle. If you can just get through all the forms, you have already passed a couple of tests, and perhaps that shows that you really are dedicated. Even if the grant source has a big application form, my advice is to design your program without the benefit of looking at that application form. You do not want the funding source to set your paradigm of thinking. It's very important that you design your own programs, and then open up the application kit.

Seven major components to a proposal - the seven components to a proposal that will allow you to not only draw a good proposal, but to do very good management thinking and planning: The first component is an introduction that allows you to introduce not the proposal, but your own organization. Now, there was a mention that the Ford Foundation is unusual. It certainly is. It is large and will receive around 40,000 proposals in 1979, and fund somewhere in the neighborhood of 900. Competition is very severe not only in the foundation world, but also the corporate world and in the public sector. In your proposal, develop in your introduction section a great deal of credibility that allows the funding source and you to say, "For this particular project, this particular dollar amount, we are the right people to do it. Of all the agencies in America, we are the right ones to do it here." Develop the credibility of your organization, dependent upon the very project that you're going to be describing in your next section.

Credibility can take the lines of some past experience. If you have done something very well in the past you can show that you want to do it again. It can be somebody else's past experience. The experience that we have now with Michigan State University was the example with the snow plow -- if it worked there, it will work anywhere. Often you may want to develop some credibility not only from your agency but from someone else's, and say, "Look, it worked over there; let's do it over here." Credibility of your staff, credibility of your board -- all these are very important. The number of rich people you have on your board is not the credibility that most funding sources are trying to gain. They want to see how well your organization is connected within your community. If you're working with the handicapped, are people on your board seen as people who might be interested in that sort of thing? Is there anybody from a public agency there -- the mayor's office, perhaps? Is there anyone there from schools? Is there anyone there from business to see how well connected your organization is? One of the things you must see as a real problem in the private sector is when the funding source and the funder are not in the same area. How do they know that you're not duplicating some effort that's already there? One way to show this is in your credibility through your board and through your staff. You show that connectedness that says, "Look, we're not duplicating because we've folded everybody in." Past experience, prior fundings, all these can give some credence to your organization. You are trying to develop the most credibility possible to show the funding source that you're a good trust. When they give the money, they can trust you to spend the money in a good way.

The second step is the problem statement or the needs assessment. This is the whole crux of the proposal. Everything in the proposal really rides on this statement. I've seen proposals in which this section was done in two or three lines. They'd say, "The problems of the handicapped in America are simply too large to ignore. Please send $100,000 in this paper bag." That's just not enough. We have no idea if after having said that, the $100,000 will have any impact or not. There are several common mistakes of mode in the problem statement. One is called the elephant-mouse syndrome. Many of us who really need a great deal of money need it quickly and get very energetic and write a proposal that sounds like this: "The problems today in Washington, D.C. are no new housing starts since 1953, high unemployment, high underemployment, too much spending, not enough spending, drop-out rate in the high schools at an accelerated rate,venereal disease, problems everywhere, and we'd like to have a picnic in the park every other Thursday." That's an elephant of a problem and a mouse of a solution. As a matter of fact, the picnic in the park every other Thursday might be a great idea, but because you attach it to so many world-shaking cosmic problems, it becomes trivialized. Be sure that the picnic in the park, if it is a good idea, relates to needs about picnics in parks, and not to some cosmos where the world would be better, or people's self image would be somehow enhanced.

The other problem that we have in the problem statement is what is called "circuitous reasoning." This hits all of us. Circuitous reasoning says that because something is not there it should be there. We might write a proposal to the effect that there is no youth center in our town. Therefore, this proposal for a youth center is submitted to you for your consideration. That is circuitous reasoning. There is no youth center, but so what. Maybe there are no youth. I'm sure Leisure World has no youth center, and they get along just fine without it. The lack of something in your agency, and the lack of something in your community may not necessarily be a problem -- it is what happens to our community, our constituency, when this lack occurs. We want to find out then, what happens when there is no youth center in our town. Let us say, my town is Silver Spring, Maryland, and I have no youth center. Do the youth in Silver Spring behave in a significantly different way than the youth in Bethesda, which has a youth center? If they do, I can start to measure the impact, hopefully, of that youth center. If it seems like they are acting in a particularly positive way, we could put a youth center in. It could be that the youth of Bethesda are taking drugs every day because they go down to the youth center which is the drug-distribution capital of all of Virginia and Maryland. So I, in Silver Spring, do not want to have a youth center there. Please get into circuitous reasoning which I know you will have many times, because people in your agency will come in and say, "I just saw something called a microcomputer.

Golly, do we need that. Why don't we write a proposal for a microcomputer, or a minicomputer, whatever they have?" This is circuitous reasoning.

What you want to ask for is something which will solve the problems of your constituency. Your agency, as far as the proposal is concerned, never has a problem. Your agency could die tomorrow and another would spring up right behind it. It is the problems of the community that we are talking about in a problem. Also you should remember there are 700,000 non-profit organizations in America today, and about 200,000 of those will go broke this year. Please do not write proposals saying, "We're about to go broke, please help us." You may find a funding source that says, "Go ahead! Go broke and enjoy the rest of the week," you know, "Take the week off." The funding source couldn't care about the agency. There are some agencies of course that we do care about, but in most cases our agencies are pretty much interchangeable. It's the community that has the problems, and they are the ones that will simply "save the day" for us. The community problems that we are talking about are not because of any kind of circuitous thing. See if the problems in the community can be defined in such a way that, in this case, a minicomputer or microcomputer emerges as a solution. A computer is a solution perhaps. If it is a solution, a very thoughtful proposal can be written, showing all the problems that are involved, and how, through the use of this tool, a computer, we can take care of some things.

I read something like four or five hundred proposals every year, a great job, right? The four or five hundred proposals that I read every year have a certain warp and woof to them. You can watch as the nation becomes infatuated with our toys. In the late sixties and early seventies the audio-visual equipment was really considered to be one of the most jazzy things and perhaps would save everybody. Many of us wrote proposals for audio-visual equipment, the walkie-talkie, creepy-peepys, and all that sort of thing. We played with them for about a week, broke them, put them out in the closet. I am convinced there's a fourth, fifth, and sixth network ready to come springing full-blown on America if we ever go under the stairwells of half the schools, mental-health centers, and hospitals in America to find the old audio-visual equipment that was purchased through grants and never used. After the audio-visual wave subsided, the wave of the van came on. Now we're still pretty much into the van; we're cresting on the van, but I notice now that the minicomputer is replacing the van in the minds of most of us. I don't know what is on the way. All three of those things could be very, very important. I could see an opportunity for the most thoughtful proposal that has the greatest impact on humanity asking for audio-visual equipment, a van, and a computer. They would all be asked for as parts of the tools for the equipment for the program that we're going to be doing later on. It is important to spend as much time on the problem statement as you possibly can.

After the problem statement is completed do you know who is one of the hardest people in your agency to convince that your proposal is a good one? Yourself. Most proposals get written through a great deal of cynicism I see. People say, "Well, look, we have to get the money if we can." If you convince yourself, after having written the problem statement, that it is a good problem and one that needs to be addressed, and can be addressed, then I think you have gone a long way towards convincing the funding source. Whether it can be addressed by you is another question. Robert Mager, who has written books many of you are familiar with, wrote a little book called Preparing Instructional Objectives, and the book says, "Before you go into any project, you ought to ask yourself four questions." And the four questions are: Can this be done? The second question is: Should this be done? The third question is: Are we the right people to do it? The fourth question is: When do we know when we're finished? The last point is a difficult one to answer.

After the problem statement is finished, and you feel convinced that you are the right people to do it, and it should be done, and it can be done, and you have some idea when it might be finished, you are going to get into an objective section. This is not the most important - your problem statement is by far the most important. The objectives are simply the result of program. An objective is not something that you hope that society will attain if all things go right, or what you hope might possibly happen in your own program. What you really see very reasonably and rationally occuring to the community -- remember too the problems that I mentioned to you, the problems of your constituency, the problems of your community -- the objectives are also of your constituency, and your community. If an agency needs to train 42 people, this is a method to allow a constituency to gain some objective; as a result of the training, what is going to happen? The objective is always written from the viewpoint of your client, and it should be measurable, definitely should be measurable. You have struggled with that and you will continue struggling with it. I think that the measurable objectives that many funding sources require of you are simply nothing more than a rearticluation of the fact that this grant is in fact a loan. This objective section is where we are saying, "Here's how we are going to pay back that loan, through these objectives, these results, the program that you can feel comfortable with."

After the objective section we get to methods. Of course, you want to tell the people what you're going to be doing. Method sections are very very seldom the problem for us, because we know just what we are going to do. One of the big things some people forget to do in the method section is to explain why you feel a particular method is better than others. Here you show a great deal of your credibility again, to show how much you know about what is being done in other parts of the country, or other parts of the world. We don't have a lock on social services in America.

After the method section is finished, the evaluation section comes next. Again, if the problem statement is very thoughtfully done, if the objective section is very meaningful, and it is measurable, the evaluation section should be no problem at all. People sometimes say, "Gosh, I'm struggling so hard over my evaluation, I don't know how to evaluate this program." Chances are that is a clue not that your evaluation section is lacking, but that your objective section is lacking. If you go back and take a look at an objective -- we cannot write evaluations for subjectives, which is what many of the objectives have been in the past. If you're struggling with the evaluation, go back to your objective section. That will be the culprit every time.

After the evaluation we get to a section that's becoming increasingly important with the public sector. This is a question the private sector used to ask you all the time. The private foundation would say, "How is this program going to be continued when our grant stops?" There is a future-funding section that most funding sources want to have you address. Now the federal government is starting to ask that question too, because the government is seeing that its rather "boutique-ish" style of funding innovative grants for three or four or five years and then dropping off is definitely having bad results in some communities where projects have started, and some rising tide of expectations starts to be created within a community. Then, the money's gone.So many agencies now are looking, not only from the private sector but the public sector, asking for future funding. "How are you going to maintain this project in the future?" I think this is something you should struggle with and really, really work on. Again, back in the good old days, we'd say things like, "Every avenue of future funding will be explored, including corporations, bake sales, dancethons, bike races." It was not thoughtful. We had just written it all down from some book called the Art of Fund Raising or whatever.

What the funding source and what you, more than the funding source, much more you than the funding source, want to really know is, "What happens to my agency?" Once an agency goes big, most agencies don't have a flex position -- a fall-back position. If you get a large grant, that may be the grant that kills. How do you maintain the agency's dynamic position if you cannot convince yourself in the future-funding section, if there's any way. Now I cannot suggest to you what you should say. If you say, "Look, I have got this grant coming up, and I really don't know how to see the future funding aspects of it." Perhaps you ought to do it, a little bit of it. You know, if we know exactly how the future funding is coming, well we could avoid that by simply skipping over this very objectionable part, and say, "Look, I'm coming to you next year anyway; I thought I'd just save the trouble, and come to you right now." Future funding has to be done with a little bit of hope and a little bit of faith.

I'm reminded of a story that I heard on television some years ago -- the King Henry VIII Series. Remember that was on T. V. on CBS, I believe it was, and one of King Henry VIII's wives used to tell him stories, I believe to maintain her head. One of the stories she told was about a peasant who in fact was about to lose his head because he had somehow annoyed the King. The King came riding up with his retinue and he pointed to the heart of the peasant, and he said, "All right, peasant, come out; meet your Maker. Today is your day of atonement," and so forth, and all those things they say in a story. The peasant said, "I'm coming out, but I'm coming out with a suggestion that I believe you're going to really enjoy. If you allow me to live, I will take your favorite horse, and in one year I will teach that horse how to talk and converse with you about subjects of great importance." And the King said, "Well, that's a heck of an idea, and it is from my horse's point of view, and it's measurable and so forth. What a good objective. I think I'll let you have the horse." And he drives off with a friend. And the peasant's wife comes out and says, "You know, I'm sure glad to see you alive, but that was the dumbest thing I've ever heard anybody say." He said, "Not so dumb;you think about it. I was thinking about the future, and I figured that in a year I might die of natural causes in which case I'm home free. Or, this damned horse could talk."

Now your future funding may be something on the talking-horse methodology, but it should be at least as thoughtful as the peasant's. That's the proposal narrative, and I think if you get all those points together, you are going to find that many funding sources will look at your proposal like a beacon, because most proposals don't have them at all. Thank you very much.

Betsy: Thank you. I hope we can come away with some new ideas so that we won't always consider financing a stumbling block. We don't have that much time for questions, however. Why don't we start with one question per person. Are there any questions?

Question: What is number seven in writing a proposal?

Shakely: The seventh step is the budget. The budget really should reflect almost identically in dollars that which your narrative has reflected in words. Some funding sources will ask you for what they call a budget narrative, which will explain your items.

Question: To justify your project, how deeply should you go into research?

Shakely: I think you ought to go very deeply into it. New research of a demographic nature is what I'm talking about. A review of literature, which is what you do in basic proposals, basic research -- I don't believe that's as necessary, although if there is a landmark publication on the subject you would put that in there, too. More demographic research I think is called for -- data, comparative data. Remember too that you may be in Oshkosh, Wisconsin, and the problems there are manifest. You see a real great interest, but the funding source has to bank Oshkosh off of Santa Barbara, and with St. Petersburg. We have to show not only that Oshkosh has a problem, but that the problem is somehow of such a proportion that it needs to be deal with right. That's why I think the demographic stuff should be really introduced.

ATTITUDES AND VALUES - A PRACTICAL APPROACH

Michael J. Johnson - Presiding

Panel

Gerry Bertier
Frank Bowe
Charles Freeman
Jerry L. Harris
Thomas B. Songster

ATTITUDES AND VALUES - A PRACTICAL APPROACH - Wilmington Room - January 23, 1979, 8:00 - 12:00

Introduction: The format of this meeting was very informal. After each participant introduced himself, the presider explained that this would not be the normal model - using a panel sitting in the front of the room. People would be able to explore, with each other, sometimes on a one-to-one basis, sometimes back to back as a total group, their own attitudes and beliefs about a particular topic.

Michael Johnson: I have worked with school teachers in Minnesota where we have a law which requires mainstreaming in our school system. I have worked with teachers but not in the aquatics program. In the YMCA we have developed materials around a Values to Education approach dealing with attitudes and beliefs in the area of camping, in the area of soccer, in the area of basketball, in the area of boards and committees, and so on and so forth. The way we developed them was to get the people together who work in those areas and say, "What kind of values do you deal with, what kind of values are inherent in the camping experience, what values do you teach, what value dilemmas do you have, how might we help you create a learning environment where people can explore their values relating to camping, for instance?" That is what we are here about in terms of values in mainstreaming in aquatics. We have not done any work in that area yet, but we are hoping to be of some service in developing materials that will work in staff training and hiring processes to gather people to do a good job in mainstreaming in aquatics. This tells a little about the Values Education Center where I come from.

Participant: Who is testing the use of tests?

Michael Johnson: The testing has been done primarily in the camping area and very little. There was a heavily controlled camp on the west coast which was evaluated. There were control groups, the whole works, preimposed testing, and those statistics are available. I can give you the name and address after the meeting if you would like.

I would like to begin with the person on my left and have each person make a values choice of what each one would like to share about himself -- at least his name and a little about himself, please.

I am Frank Bowe from the Coalition of Citizens with Disabilities, which is a national organization representing disabled people. We have been very active in the development of Section 504 of the Rehabilitation Act of 1973, which requires certain civil rights for people who are disabled. We have been working for implementation of 94-142 which is a piece of legislation which requires an equal educational opportunity for disabled people. We have also been involved very actively in the areas of transportation and housing, trying to promote mainstreaming of disabled people in the actual community by using the same facilities, including the same busses and subways and the same housing opportunity, that other people in the community have. I am a graduate of New York University where I received a doctorate in psychology.

Before that I was doing some teaching in a classroom setting for mostly handicapped children, and I was in HEW as an analyst doing some research on problems of minority groups.

Good morning. My name is Tom Songster. I am from the Joseph P. Kennedy Foundation as Director of Sports and Recreation. The Kennedy Foundation, as I am sure many of you know, has its primary emphasis in the area of mental retardation and has served in the area of advocacy as well as producing a number of programs primarily for local level people. We have been working with day camping for about twenty years, and we have come out with a new program this year in the area of sports camps. We have a program that I am sure you are familiar with called Special Olympics, which has more than a million participants right now in every state in the U. S. and thirty countries. This coming summer we will be holding the Fifth International Special Olympic Games at the State University of New York at Brockport. Thirty-five hundred athletes from all over the world will be coming in for four days of competition. The dates are August ninth to thirteenth. One of the reasons I have been selected on the panel is that we also deal with other programs that may not be quite as well known. One of those is the Kennedy intern program in recreation which provides financial support and materials for training former Special Olympians as recreation aides and teacher aides. There are seventeen of those now across the country. We hope to expand that program to fifty new interns this coming year. We are finding we have a great deal of success in the area of swimming where we now have four of our people who have been trained. Three of the four have WSI Senior Life Saving, and all four of them are Downs Syndrome people. We think this is a remarkable accomplishment. Three of those four again are teaching normal people which is even more remarkable. We are very, very pleased about that.

Another area in which the Kennedy Foundation dedicates about $500,000 a year, is a project at Georgetown University Bioethic Center which brings in between twenty to twenty-five noted philosophers, religious leaders, medical people to discuss values questions. In the early sixties we produced a film entitled The Right to Survive. This is a marvelous film that deals with the issue of the young Downs Syndrome child who was left to die, by choice by the parents, rather than have a small surgical procedure that needed to be performed when he was first born. We are in the process of producing a new film now. The Bioethics Center produces a number of materials that deal with bio-ethical studies. I brought a couple of those here and I would be glad to share some of them with this group.

My name is Bill Moors. My training is in theology, and I became involved in adapted aquatics seventeen years ago as an answer to the question, "What else is there in Red Cross?" I was working my way up through the ranks as a volunteer and the next answer was handicapped swimming. I said, "Fine, let's do it." There was no one around to do it, so they called in a fine man who is now dead, Evan Thompson. I have stayed with it and I enjoy it very much. I am now a full time pastor to the blind multi-disabled in New York City. That is my sole ministry. I do a tremendous amount of volunteer work. I am paid by an organization in our church called the Christian Record Braille Foundation, which is an organization that runs camps every summer, forty-three camps for over three thousand children and adults, and we run camps for the blind multi-disabled. I teach swimming for the New York Association for the Blind, commonly called the Light House. I have over one hundred students there, and I teach swimming at the New York Institute for the Education of the Blind in the Bronx. These folks are multi-disabled, blind, deaf, or have cerebral palsy, muscular dystrophy, multiple sclerosis, or emotional disturbances. I came to the workshop because I wanted to know what is going on in the field.

I am Charles Freeman. I coordinate Health Education for National 4-H Council, in Chevy Chase, Maryland, just outside of Washington. We are a private organization formed to complement and supplement what is done through official channels of the Cooperative Extension Service. 4-H works primarily through the state land grant colleges, counties, and local programs, with coordination through U.S. Department of Agriculture. National 4-H Council is making some effort to help Extension make 4-H more available and responsive to needs of handicapped youngsters and to get more handicapped adults into leadership roles. Yesterday I showed a couple of audio-visuals from Michigan and put Pennsylvania leader guides on the table. Building on those leader guides, Pat Krall, a 4-H agent in Pennsylvania, came as an intern to National 4-H Council and developed additional guidelines for staff and volunteers on 4-H and handicapped youth.

My name is Janet Mayer. I am a graduate of Brockport State University studying recreation and therapy. I currently work in Harrisburg, Pennsylvania with the American Red Cross in Safety Services, which is the service that offers the adapted aquatics program. I am here, primarily, to see why the American Red Cross is in the mainstreaming type of program, because the adapted aquatics program is not a mainstreaming program that I can see. It is strictly a swimming program and learning to swim program for disabled people, and they do not swim with other people. They swim with each other. The only people that are not disabled in the program are the instructors. We have a few instructors that were WSI's, and as a result of one or two various accidents they are now disabled and are continuing to be WSI's in this program, but in Harrisburg, adapted aquatics program does not have any mainstreaming. I don't even think that they know what they are supposed to be doing. I am here for a few reasons -- my background and to see why we are not mainstreaming. We have a large swim program for the community in Harrisburg. Children who are disabled are encouraged to come to this adapted aquatics program as opposed to maintaining them in the open learn-to-swim program. Of course there are many reasons for that. I guess we will get into that later. I did work with the Special Olympics one year when it was a regional tournament. That was really my first touch with the Special Olympics, and I am glad to be back here this year.

My name is Gerry Bertier. I am employed by Rehabilitation Group Inc. which is a private profit corporation which is owned and operated solely by the handicapped. We have a three division company, one of which is a computer division, one is a micrographics, and one is a handicapped service division. All employ and train a tremendous number of handicapped individuals. We have just opened up an office in Kansas City, one in West Virginia, and now we are looking at San Francisco. I am also involved with consulting work in the sports and recreational area. I have developed programs in the state of Virginia --different counties and cities, and also have a media business with George Stork, a Washington resident who is very highly qualified. Our primary purpose is the sports and recreational activities. I am also a participant in the National Wheelchair games and also a member of the U.S. Wheelchair team.

My name is Ellen Monahan. I work with the Association of Retarded Citizens in New Jersey, in the upper portion of the state. I run programs, swimming programs, and most of the water sports programs involved with Special Olympics, along with other socialization programs for three year olds right up to old age. I have no background in swimming, but I am in the pool helping them learn. I am here to find out what is going on and how I can get agencies, YMCAs, and Boys' Clubs to be more involved with us.

I am Pat Cameron and I'm with Special Olympics. Someone has just filled you in on what Special Olympics is all about and what it entails. I am primarily responsible for grants we receive from the Bureau of Education for the Handicapped, and part of the grants is used to develop sports skills instruction programs. One sports skill that we hope to develop, of course, is swimming. I am also here to see what PAM really has to offer in terms of what I can take back to the sports skills instruction program.

I am Connie Coutellier with the National Office of Campfire Girls. I am here to represent the Campfire Girls to see what kinds of liaison on cooperation we could have with the YMCA.

I am Gail Greenwood. I am with the United Cerebral Palsy of greater Hartford. I am a recreation director. My program includes swimming, but it has many other sports specialization activities. We had a CP Olympics which is different from the Special Olympics, and we now are involved in training for that. I am here because we are trying to mainstream many of our children into the regular swim programs.

Greg Shasby. I am from Charlottesville and the University of Virginia. We have DEH grants for training personnel and special education, so my interest is in preparation to work with handicapped, and I am particularly interested in the attitudes and values. I am going out into the public schools, and I find probably the biggest barrier we have to overcome in getting people who are currently in the schools are the people who are going to be predominantly working with current mainstream population. The biggest problem is getting over their attitude barriers, and values would seem to be the major problem of getting them to provide services and program, so that is an extremely interesting topic.

I am Greg Tucker. I am a Washington attorney, and I am also chairman of Aquatics program and policy for the National Council of Boy Scouts of America. Boy Scouts have not had, I don't believe ever a national program or commitment in this area, which may mean we have been mainstreaming all along. I am not sure, or it may be that we have been missing opportunities. The organization has asked me to sit in so we can better understand what opportunities might be in this area.

I am Stormy Hesel of the Girls' Clubs of America, and I represent the national organization. I think we have been mainstreaming pretty much in our Girls Clubs. I don't know if you are familiar with Girls Clubs, but it is a program for school-age girls. Very few of our facilities, contrary to what you said, have swimming pools, and I am here mainly to learn more about mainstreaming because there is a new YWCA project called MEG which is going to go on. It is about mainstreaming youth in all kinds of activities, so I am really more interested in that than I am the aquatics part, but I want to find out about that, too.

My name is Joan Oakely, and I am aquatics director of the Dover Y, Delaware. I do teach orthopedic and mentally retarded children to swim, and we do mainstream. We work in conjunction with the schools to carry over their feelings about mainstreaming children with society, and I am here primarily to find out what you have to offer in that area.

Michael Johnson - Presider

The model that we are going to work with today is not that of an official panel that sits up front and shares the answers with you. One of the goals of the valuing person, which is what we have developed as a goal in terms of values education, is that we utilize all the resources, and each one of you, we could tell by going around and hearing your backgrounds, obviously has a resource to offer in some way, whether it is an attitude or a belief or a skill that you have developed in a relationship to this topic. If we simply do it as an official panel, we only hear a few people talk the entire time, so the model we will be working with is one where you will have an opportunity to explore with each other, sometimes on a one-to-one basis, sometimes back as a total group, your own attitudes and beliefs about particular topics. The idea here is to take time and focus in on one other individual. You may go back in your mind bank and think, "Gees, who did I remember saying something about what" and, "That's the person I'm going to get with because as well as talking about the topic, I'm going to ask him a couple of questions about his program." That is the design for the morning. Prioritize what is of interest to you, and when you are dialoguing on a one-to-one basis, at times ask those questions in addition to the topic.

Attitudes and Values

I want to suggest one other thing in regard to the model and then we will move in to some things which will, we hope, motivate you in some way. There has always been a question and then an answer, a = a, and then a period. I guess I haven't heard that this conference is a questions and answers period, but I would suggest that this conference and what we are about this morning is about question finding. I am going to ask you to do some question finding a little later. We will not be searching out answers. Every time I have heard an answer that makes me think I have solved a problem, I listen to someone else who said, "That didn't work for me," or, "In my case it is different." So, instead of problem solving, let us do some question finding today, if you will. I think that is very importnat. Another thing, in terms of your sharing in this model, is something that I learned from a man named John Engles, who is a management consultant, who suggested: I have never heard any dumb questions, but I have really heard some dumb answers. Every answer is the real answer for you because you know where you are coming from and why it is important to you, so I want you to feel safe in that environment and share with us your attitudes and beliefs in terms of particular issues.

I want to just briefly put up a definition of values. This is not a text book test kind of definition, but a guideline for us to follow so that as we are talking about values, we can relate to talking about the same area. Values are simply attitudes and beliefs about what is good, or ought to be, that serve as guidelines to action, and decisions or decision making -- simply what you think is good or ought to be. Those are attitudes and beliefs, those are values.

To share a brief example with you then of some values related to YBA, which is a youth basketball program of the YMCA -- values related to that particular program are participation, fair play, fitness, fun, and putting winning in perspective. Those are attitudes or those are values that we hold in terms of a basketball program. They are simply, "Yeh,we think those are good, we think that when kids are playing basketball they ought to have a chance to participate, to deal with fitness, to deal with health, to deal with team work and to learn about putting winning in perspective." There has not been a great deal of heavy research done on it that says that these are the right values, but I have heard this word several times already in here -- advocacy. We are advocating certain values. So today as we begin to explore further, I am going to ask you to talk about what values are important to you in the process of hiring employees, in the whole process of mainstreaming, and so on.

The second thing that goes with values is what we call valuing. It has four steps, four major steps: (1) Exploring values, (2) Choosing, (3) Focusing, (4) Linking. The values of mainstreaming in aquatics, for instance, would be the content or the beliefs or the attitudes about why it is important, what you get out of it.

Think for a second if you would what would be some values related to mainstreaming in aquatics. What are some beliefs, some attitudes about it? Making people water-safe, fun, socialization, success, confidence -- those are values. In the valuing model one does not say everybody gets all of those in your program, but you begin to define for yourself by exploring what values are inherent in a program. Secondly you begin to make some choices like everything else, the "Yeh, buts"--you know, the "Yeh, but we just do not have enough staff to deal with the confidence building. We would really like to, but all we can teach are the skills." You begin to work with making choices from the values. Which ones can you really relate to? We did a focusing kind of experience when we went around the room and took a little more time than groups take some times to focus in on what you wanted to share about yourself. Have you ever come to a program where the master of ceremonies shared those things and you sat there and cringed and thought, "That is not what I wanted him to say. I really did not want them to know that about me"? Focusing is simply a self esteem -- taking time for each individual to make a choice and share what he wanted to about himself. That is rather hard when you are sitting on the other side of the room and you think, "Gees, I wish that person would hurry up," but it is a skill you are teaching when you work with values. You know that your turn is going to come next and that you can choose what you want to share about yourself. That is focusing in on your own attitudes and beliefs. This case was a very minor example where you told about where you were from. Finally linking -- that is what we are going to do a great deal of talking about the rest of the morning.

It is one thing to say mainstreaming in aquatics teaches confidence and it teaches safety and it teaches health and all of those things. It is another thing to say, "OK, how does it teach those things and how are we doing that?" Do my leaders know what values we are teaching? Are the participants here to learn those values or are they here for some other values? Linking is getting in touch with the values of a part of your programs and linking them up to action so you can, in a subconscious way, be aware of what values are being taught, this type of thing.

We'd like to ask you for just a second to turn to a person next to you and just for a few minutes think about values and attitudes, think of your programs and talk for just a few minutes sharing your own beliefs about why are values an important part of aquatics. What are values and attitudes? What part do they play in the mainstreaming in aquatics? Why are they important? Introduce yourself to the person next to you, and just take three or four minutes to loosen up and talk about why they are importnat.

There is a breaking up into groups.

Michael Johnson: Let's pull it back together as a total group. One of the typical things that happens in values education is that we begin to explore with each other things that are important and values that are a part of the program type of thing. We really just begin to get to know each other and we really just begin to touch on an interest base with each other and then I stop you. I think it is typical and consistent with swimming that maturation and growth continues all along. We have these little measurable periods we call sharks in swimmers and lifeguards, that people are at different levels, they develop certain skills. It is hard to fit everybody into those categories, I believe, even though I am not a swimmer in background. It is unfinished business. It goes on and on and on and that is what happens with values. You just think you have a child who is being honest, and then he gets put into a new situation. The value of honesty changes in the environment just as it does in the swimming situation.

I think it is interesting what you just did. You said sharks, swimmers, and lifeguards. We in aquatics always keep the WSI and the lifeguard as sacred from everybody else, but you just included us as a slot, and that does something -- that is good. I never thought of it that way before. Even though it is a step, it is a goal to attain. Once I have attained it I have always not looked down on my student. You don't get anything done that way. It is a different way to look at it.

On the instructor card for a Red Cross WSI, when you would give him credit for teaching a course, there are slots, beginners through advanced swimmer. There is a big line on the card and then there is advanced life saving, rescue and water safety, and that is exactly what you are saying. There is no difference.

Michael Johnson: Values education -- I would hope this would have some bearing on aquatics in some way -- is not a linear model. It is a circle. It is like adult education. You thought you had it and then you found out you did not and somebody said you had to go back to research. It is a circle instead. Let me ask you, "What are some of the reasons that you talked about?"

We talked about the environment of water being an area where everybody looks the same in the water, which is psychologically good for everybody. We also talked about everything being here, something I cannot do and setting the goal for something I can do, where it should be. I can do or I can build, you know. It is sort of setting a positive attitude rather than a negative attitude. Starting out positively I can do many things and I can see how far I can.

I have one arm -- how much can I do with that one arm? I do have two legs. The approach that I have seen used is that I don't have this so I can't do that. I see a negative approach taken to all this during the past two days. I believe that a positive approach is needed. Consider the parts of the body that work and you work from there. See the difference? That is the positive approach.

This is what brought up that comment from our speaker last night. When he came into our little ad hoc meeting, there were four of us talking and he walked right in and sat down and said, "I have no arms. What are you going to do with me?" And one of the people instantly said, "I am going to teach you the back stroke, something on your back." I jumped to his defense, and I guess that is why he appreciated it, because I said, "Wait a minute, you are presuming that this man can't do anything that you and I can do." He just looked me right in the eye and said, "Thank you." It made enough of an impression on him that he said something about it in his talk. Even though a person does not have any arms, that does not mean he must do something on his back.

Swimming is like any other sport. Any sport can be adapted. Any individual can participate with any other person. That is the model which I take and I did not see that in yesterday's meetings. The approach was very negative.

Michael Johnson: The approach, with the values approach, that we might take with that specific situation would be to say, "Look at the options, what kinds of things are you interested in doing," and let that person list the options. "Gosh, I'd like to fly, I'd like to walk, you know, I'd like to talk, I'd like to jump, I'd like to dive." You begin to look at the consequences of those and the person, if you will, not the lifeguard or the instructor, begins to clarify for him or herself what is important. That person should be given the positive attitude. You ask a little third grader that, and he will probably say, "A whole bunch of things." The teacher says, "Oh -- I don't want to bring those up because we can't do them," but what if you let that person say, "Okay, what kinds of consequences would there be if we tried to do these things?" Like the speaker the other night -- he went up and sputtered; he went under . . . I could drown. Let that person clarify. That is one of the things we are about in values education.

Let the disabled person make the decision about which stroke he can or cannot do, which participation he can or cannot do.

That doesn't mean that we will never change his mind and give him new ideas to base new decisions on, on reaching basic goals along the way. He might never dream that he could go off a diving board, but you might get him there a year and a half from now when he makes a decision to try the diving board.

When you are talking about values, it starts here. If you show that child the pool, he's got the heart to do it. . .

Michael Johnson: The person in that pool has to be able to create an environment, an atmosphere, in which he can feel all right about valuing, making some choices.

I would like to talk about the value of mainstreaming, which has come up several times. At least we have discussed it. I do not understand the value of mainstreaming from what I have seen today.

Frank Bowie: Greg mentioned when he was introducing himself the problems he would encounter in values and attitudes, and I think it would be very interesting to hear what those problems specifically were.

Maybe we can relate them to what Mr. Bertier is talking about.

Michael Johnson: Your question was about what are the values inherent in mainstreaming? What we would expect to gain from it? The problem that I posed was that in going into public schools and trying to get public school teachers to work with handicapped children who are just now being "mainstreamed or incorporated" into the public school structure, there was a tremendous amount of resistance to do so. When I talked with Gail Greenwood, she felt it was a fear that they have of the unknown, of not knowing how to approach or what to do with that handicapped individual.

What about the teacher in a regular class who now must include the handicapped?

The normal teacher, the teacher that is accustomed only to working with "normal" children, non-handicapped, is now being faced with the situation that he has eight children in wheel chairs with various degrees of disability, and he has to provide a physical education program for them. The experience that I am having is that they say, "I do not want to do that." I think that was revealed in Sixty Minutes a couple of weeks ago. The fact is that concerning 94-142, at this stage, we are the test-tube class. That is what I see historically, developmentally. That is rather unfortunate for the children who are now going into the public schools. They are stimulating those values questions and those attitudes questions. In my mind it is not the skills that the teachers do not have, it is simply their attitude toward the handicapped. Again, they are taking a negative attitude toward it, seeing it as a problem, and not saying "Oh, this is great."

I think one of the problems with putting any child other than a two-leg, two-arm, walking, talking child into a public school system, particularly coming from the New York school system, is that the school system is so horrendous there is absolutely not an extra moment of time to spend on anything out of the ordinary. There is not time to do anything extra in a class, be it for someone with a learning disability or someone in a wheel chair or someone on crutches. They can barely cut it with the so-called able-bodied children, so even to think about teaching someone sitting there in a wheel chair is beyond comprehension. I do not think it is fear. It is just that there is no way.

Isn't the basic question, though -- you said, "out of the ordinary". Mainstreaming, the concept of mainstreaming, is that that wheel chair should not be out of the ordinary. It should be there -- period. I understand that.

Then why do we have special programs for the handicapped? I do not understand. I have been at twenty-three conferences this year. Everybody gets up and says that we should do such and such for the handicapped. Why in the world do we need special programs for the handicapped within our community and within our school system if we are mainstreaming? If we are mainstreaming, we are just all people and we are all here. That is why I just do not understand what is going on.

Frank Bowe: Let me say that I think we all, for the first time, are ready to admit that not everybody is ready for the real mainstreaming. We do have a variety of needs expressed among the people at the tables and some of them are just beginning to express any kind of independence. Some of them are more ready for a less sheltered kind of environment and some of them have reached the stage where they are ready for independence: "We can stand all by ourselves. We do not need anything." But some people, particularly in some stages in their lives, are not ready. Many of these special programs can serve as a spring board. We should use them as a stairway along which to try to bring people to a higher level of independent functioning, which I think is basically what you are saying. Why do we have to restrict ourselves to special programs for handicapped? Why can we not try to say continuing programs?

Speaker Not Identified on Tape. Every child may need special advice no matter who the child is or what the disability of the child is. I think the problem with 94-142 is that it is pretty cut and dried. Some children need special instruction, granted. I think that is what you are saying too, but the fact is that we are taking all the handicapped here or we are taking all the aquatics here, or we are putting them all together and not helping those who need it. I think that is wrong, and it seems like 94-142 is all together or we have integrated segregation, one of the two and I don't understand it.

Frank Bowe: Public Law 94-142 does not require mainstreaming of all children. That is totally mistaken. That must be cleared up. What it requires is education in the most appropriate environment for a particular child, a particular time in that child's life. If that child is not ready for mainstreaming, that child should not be in a mainstreaming setting. Let us make that very clear -- Sixty Minutes blew it, and they know it. I have been in touch with them and they are going to do another program to straighten out some mistakes that Dan Rather made in that segment about two weeks ago. They are taking it very poorly right now, there is no question about that. They are perceiving mainstreaming as a program shoved down their throats and children dumped in the classroom. That is the way many of the schools are seeing it, but that is not the way the law was written.

Michael Johnson: Let me say just a couple of things here. There is some history of misinterpretation like this around a regulation. Human relations is a good example; busing is a good example. There is a regulation and a law and the letter of the law or the spirit of the law sounds good. However the way it is acted out when it reaches programmatic levels is not consistent with the spirit of the law. One of the reasons for that is that each individual, and no matter how much clarifying is done with people in their programs, each individual is unique in his own values system because of the sources of values. You say, "What does mainstreaming mean?" What do you people think? It is an important question to keep asking, I think, because each time you ask it, it will get new information and I hope help you clarify what it means to you.

So far in this conference we have not seen the mainstreaming concept. I agree totally with him. I asked Daryl Jenkins that yesterday. I have not seen it. I told him that I might just as well go back to New York City because I have seen specialized programming. Let us talk about mainstreaming. If we are here to talk about mainstreaming, let us talk about mainstreaming.

Let me respond by saying that you know there is some point probably down the road where with 94-142 and 504 the spirit of the law is going to be there, we hope, but you know in historical perspective we still need some point where some attention is brought. All of us have some interest in the handicapped, so we are here for this meeting and obviously we are talking to each other which is important. The most important part is that when we go back into the community, there are many people who are prejudiced about the handicapped and it is not possible for them to meet you. It would be nice but it is not possible, so we have to bring some great attention to the handicapped.

Frank Bowe: How?

Unfortunately a program like Sixty Minutes did it in a very bad way, because the net result is that people are going to say, "Well, listen, the handicapped can't even work under those circumstances."

Frank Bowe: You can correct that, straighten that out. What can people do in the community? What can these people do?

They have to work on attitudes and values. We have to change the values of the people through programs like this; through programs that are run at Harrisburg; Dover, Delaware, and so on, and not necessarily in a segregated circumstance. Maybe it will have to be that way originally, even the people who are going to be in this program. Ultimately when they get enough confidence and strength they can go out and work on their own.

Agencies in many of their programs have been very, very prejudiced. Some would not even allow handicapped to use their facilities. That was not long ago. You could not even get in the building. We have to chip away a little bit to get that step taken to get in the door.

Part of our frustration is that a project has been going on for three years and I have not heard one of the project staff members say "It works. Do it". No one has reinforced the concept that mainstreaming works, that mainstreaming is a viable solution to the unasked question.

Did anyone fill out the survey form yesterday? Did anybody look at it? I got to the third question and I could not fill it out any more because it started going into mainstreaming, and the program that I work with is not a mainstreaming program. The survey asked what the percentage of physical disabilities, percent of multi-disabilities, percentage of so-called able bodied, and that was 0. The only able bodied people in the program are the instructors, so I could not fill out the survey.

I want to make a response. You talk about how you change values and attitudes. I think that is not being done through programs. I think it is done through common participation with another handicapped individual on a one-to-one basis. Somehow I have made contact or someone in this room has made contact with other disabled people and it has finally come down to a level where we can all get along with it. Mainstreaming, as I see it, does not occur when a large group of disabled people come to a facility and are still in their own program. However, when one of those children enters the gymnasium, to me that is mainstreaming. One of those handicapped children is probably going to do more for that whole group of able bodied youngsters, than twelve handicapped children coming over to the school all together. The approach of working with the attitudes and beliefs is to start small and grow.

One of the criticisms that Special Olympics has had is that it is a segregated program and only provides for sports competition for the mentally retarded. There have been suggestions that those with other disabilities might participate, and we are not going to do that. There have been people that said, "Let's just put them in the regular program and work through them there." That is not possible at this point. What we would like to see happen, and we know is happening, is that some young athlete comes in, trains hard for the Special Olympics and as he matures athletically, emotionally, socially, and psychologically he can advance into the regular school program. We have a particular rule in the Special Olympics that prohibits any athlete who is on another organized team to be in Special Olympics. That we think is our approach to mainstreaming. It is trying to get people out, but again they have to have some of these experiences they require. I think swimming is a perfect example. Many people want to go swimming and they wait to teach very young children who sometimes are very frightened of the water. It sometimes takes two years to let a little mentally retarded child decide he wants to get in the pool. Somewhere along the line you have to make a decision and say, "Hey, listen, we are going to go in there and swim." When suddenly a person learns to swim then he can start socialization and all other aspects. We have got to acquire some skill and I think when we were first talking about values we were talking about skill in swimming. That is a matter of life and death. Swimming is.

Attitudes and Values

It's kind of piggy-back on what you said. Both of us are from national organizations and, when you talk about sources of values, maybe we have this national group that makes decisions that only those who have not been in other organized sports can participate. We would like to get involved too, nationally as well as at the local level so that we can start stimulating training and stimulating the change of ideas and that kind of thing. We are coming from a different level, but we are trying to reach the same thing and we come under a different source of values here to go along with what you are saying.

One of the reasons that I have down for why it is important to work with values in your organizations is what you say you stand for. You cannot go into a YMCA without going through the door with the sign above the door that has the body, mind and spirit, the whole person you were talking about.

We were saying, because of the purpose of the organization, maybe the values for mainstreaming are not the same as those of the Y. I concentrate on girls because this is our whole bit, that we work with girls.

Michael Johnson: You clarify your values and your organization. Let me just quickly put these three sources up. I want to leave you with some tidbits to help you understand where they come from -- attitudes and beliefs. We were talking about values. That is what we are doing a great deal of here, but one way of tangibly working with them is to know that one source of values is parents. Gerry, you are talking about, "everybody has a different attitude about what it is," and you have your attitude and to you that is not mainstreaming, same with you, you know -- that's not mainstreaming. That's very funny because parents are probably sometimes the worst enemies of mainstreaming.

Michael Johnson: I am not saying they are good or bad. I am trying to share this information to help you learn about these attitudes and beliefs. Here is another one that is with that group -- teacher, coaches, minister. But they have all had their values formed somewhat by their parents.

I might object to having coaches in there. I am serious about that. I think I will stand up for PE people. I think often this happens and I am sure I am wrong on part of this, but coaches are really pretty sensitive people in spite of Woody Hayes and all these other folks. Woody Hayes is probably a pretty sensitive person about the needs of other people. Often certain teachers are very prejudicial about the fact that some of the children are not as smart in math as they should be, but coaches see their students in activity and can make, I think, different judgments about them than the intellectual. They see them in social settings compared to the strict classroom setting, so I am sort of uncomfortable about having been put into this class.

Attitudes and Values

Michael Johnson: These are still sources. These are not bad or good or whatever. You decide for yourself what you are doing. I am saying that these people instill values whether they are good or bad. You spend six hours a day with a teacher, you spend an hour or two hours with the coach, or you find a minister you like and you follow his ways. I agree with you. I really like the values that the coaches teach. One of the things we have to do is work with coaches so we can get in touch with the values they are teaching. You know there is the Joe Paterno on one end, the valuing coach, if you will, from Penn State, and a Woody Hayes. Granted, they are different role models. This is a major source, not good or bad. This is where people learn their values. Another place is reference groups and those are peers, simply peers. These are people you associate with. When they say mainstreaming occurs, you may go back and find yourself saying, "This is mainstreaming," or in many cases here you disagree that this is mainstreaming, which might mean you go back to a Special Olympics or the Coalition, or whatever. That is your reference group and you say, "We know know what mainstreaming is but they do not." That is a source of values. The third one is experience, your experience and the experience that you observe others having. Now you have beliefs about what mainstreaming is or is not. Some of you feel that it helps with confidence, some with support. Your values are based on those sources, those people you are talking about in the community -- those who watched Sixty Minutes. We talked about how much ignorance there is in the world, or that it is the fault of parents -- they are the biggest problem. That is where people get their values. This is all I want to point out. Just to give you a little rule of thumb: Realize that the people in the pool, the people who give you money or do not, and your own staff have attitudes and beliefs based on these categories. One thing you can constructively do is give them a chance to explore these sources.

The tapes do not identify the speakers.

I think part of what we are saying is that mainstreaming itself, if it is done well, can give the experience which can develop the values that are positive.

Are we willing to accept that mainstreaming is a step-by-step process, or is mainstreaming taking a child to the Y and putting him into Program X now rather than a progression to get there and does he want to be there in the first place? I asked the question yesterday. There were several hands that went up. Do they really want to be mainstreamed -- but not one verbalized it.

And have you done the steps that get them to the point where they can decide what they want to do?

This problem with black minorities has been discussed for years. If there were the time of segregated schools and the difference in education, the difference in their own value system, the difference in economics and all of a sudden we say, "You must be bused, you must be mainstreamed"

They don't like it.

Right.

Are they happy with it?

That's a morality issue, I think.

Then you saw, to follow through with her example, whole neighborhoods leaving a community because they did not want their child going to a school with a black child or a Spanish child. Am I going to see in my swimming pool whole classes not showing up because I have a little Downs Syndrome girl swimming with them?

Because they have not been exposed to that, because they have not been exposed to a black, they are uncomfortable with swimming with a black, for instance. Perhaps you will see the same thing.

This comes back to the complete necessity of changing society's values, because mainstreaming will never work until society is ready for it to work.

How do you make society ready to work?

Again I think it is that re-contact. The more times I am seen the less I am an eyesore. It is the same thing with the black child. The more times I am seen, the less it bothers you.

Unfortunately the government took a stand when they put a price tag on our freedom, and that Sixty Minutes made it more evident than anything. It was just astounding -- Metro is another one, and the newspapers are on it now with, "Here I am to provide transportation and it's going to cost me such and such, so -- " -- costs me too much for my freedom.

Michael Johnson: I want to go back to that point about changing people and getting them to be different, and that is the basic concept of psychology, that you do not motivate people, people motivate themselves. You can create an environment in which people can clarify for themselves what is important and then act out on those beliefs and that is why it starts individually, this valuing process with you as a person. Then the easiest thing to do is think that is a teacher's problem. I work with trained teachers in human relations and really the alternate spirit of the law says that we will affect some evironmental change in the classroom. I can only work with those people in my class, not the children in the classroom, and I think we have to start with ourselves. It does scare me. I will be honest with you, when you talk about going out and changing those people because we do not have much experience or track record to be doing a very good job of changing people. If you will look at the trend throughout the years lately, the changes that have occurred have been ones that just skewed off on their own uncontrollably. One thing we can do is what you have talked out -- that values stance and approach. I'll add some a little later, but one way of dealing with values is to advocate. Parents stopped advocating at a certain time in their lives. Some parents did in the 50's and 60's; consequently, without advocacy of what they thought was right, the children grew up and said, "Who am I? What is right and what is wrong?" It is a very gross generalization, I know, but advocacy -- a little example I read in a magazine coming out here on the plane was from a futurist, who said we can no longer analyze data and predict the future, because what our data tells us is that we were off on all our predictions. We can advocate the future, and if we advocate now, which means advocating your values, then people will know what is important, and that advocacy does not mean grabbing somebody and saying, "You know, get in that pool!"-- that idea. I feel that our organization should have a mainstreaming in aquatics program, and that we should be working with our board of directors and advocating it. We should put it in your literature and say, "This is what we are about." That is advocacy. That is one way of changing, you see, and in a more legitimate way.

Frank Bowe: One of the things that several people here have been expressing is that they would like to advocate. Advocacy requires that we have some information with respect to how successful it could be expected to be. People say they want to have some evidence that the thing works. Somebody should stand up and say that it works. I am here to show that it works. Here is the evidence, and it has worked. I am an advocate for you by my living.

Let me ask a question -- this would be a values risk in some ways. Think about your program, what you are doing personally, each one of you, or thinking about doing, and if that is mainstreaming to you, raise your hand if you would please. I simply want Bill, to identify those people. There are five or six people in this room, who are indicating -- now we do not know how deep or how shallow.

The same people that had the hands up, put your hands up again and now put them down if it is not aquatic. (one hand lost)

You are running an aquatics program and mainstreaming?

It is part of the total program. It is not actually a total program.

And are you -- do you allow the full gamut of disabilities in your mainstreaming program? Are you talking about a nice looking man with a beard who looks sharp in a blue suit who happens to be in a wheel chair, or are you talking about a Down's Syndrome child that drools out of the right side of his mouth and every once in a while strikes out and latches on to your jugular vein and bites you? Do you allow that?

This particular program that we are talking about is in Oregon in a camping program, so there are some limitations around the facility at this point, such as the terrain, but they do have wheel chairs, they do have stretchers, they do have a variety of handicaps. They have adapted the facilities so that it does work.

Any severely or profoundly retarded?

Yes.

Michael Johnson: Let me stop you for just a minute and add a little. This is new information in some ways, and it is hard work in values education. When you start asking people what they believe and ask them to take some risks to raise their hand or make a statement, one of the things you are doing is building trust. One of the things that happens, and I think that you gave this earlier in the pool where you said, "If you want to get into tadpoles, you tell me what you can do to get in." The person says, "I guess I'm not ready for tadpoles." You might say, "What kinds of things can you do? What are you good at in swimming?" -- that positive attitude, and the person says, "I like to have water fights and play water polo and all of those things,"and pretty soon by that exploration process in avoiding a putdown -- you know what that is like -- "Are you ready to go to this prep school, kid?", and the child gets so frightened he cannot think of why he is going there. You are creating an environment which is uncomfortable, so try to avoid putdowns. Speaking for yourself is a really important valuing environment, and that is what we are advocating here in terms of values education. You have your own definition, so you speak for yourself as does each other person. It is very different, very unique. Value analysis -- are you looking for data, Frank? You are looking for some programs that show growth, change, experimentation, that type of thing, is that correct?

Frank Bowe: That is an important kind of question. I think in order to advocate for a mainstreaming program you have to have some kind of evidence, something I can point to and say, "I can understand why you do it that way." Let us look at the facts and be able to point out, for example, my own experience in being able to swim with disabled people. Those disabled people who really are successful almost all had parents who said, "I really don't care that you are handicapped. I expect you to do the same thing your brothers and sisters do." They pretty much leave you alone. Then you talk yourself into doing it, and you do it with very little protection and sheltering by the parents. The research that has been done on this question, particularly the research that was done with respect to institutionalization of disabled children or special programs in education versus the mainstreaming setting, shows that the self images of disabled children in a special setting are lower, markedly lower. As a matter of fact, the self confidence that you see very often is false self confidence that evaporates almost immediately when they leave their special environment and go home for the weekend or when they graduate. They are absolutely petrified and frightened in competition with normal people after twenty years of a sheltered environment. That is the kind of research I am going to be able to look at, and I am going to say, "I understand why you feel that it might be better for the child to be with his own kind, but --" (end of tape)

I might be able to feed something in here. We have this awe of these situations in our particular Y. We have institutionalized children who came there because of Special Olympics. The physical education teacher wanted them to have some water to swim in to get a little bit built up for the Olympics, because they had none. The meet was held in the wintertime. They only had an outdoor pool which could be used in the summertime, and we were the only facility close enough. They got the money to bring them to the Y. We had schools of mentally-retarded children who were programmed to come at a specific time, and then we have an orthopedic school that comes in and mainstreams. We have seen what he said about the institutionalized children. It is very true, because those children do not have the incentive to win, because they are very withdrawn. Of course they are not there at the Y for as long a period of time -- not a part of a long program year-round. It is just a specific time when the Olympics are coming up. They do withdraw. Their self-image is much lower. They don't feel as if they are the same as everybody else. Now we have done something that was mentioned earlier. I think Gerry also said, "Why not take one specific handicapped child and put him in a normal class?" The first year I taught in this mainstreaming class, we did it in reverse. We had one child in the mainstreaming class who was very slow, and did not keep up with the rest of the class. We put him with the handicapped kids, and there was one child in the handicapped, who with a little flotation could go with the normal children. So we did the reverse. We switched them, and there was no problem whatsoever there. It did work.

I see more and more where mainstreaming is reversed, as she is saying. I don't know if you are all aware; you were talking about the Special Olympics, that in the wheel chair games, more and more able-bodied athletes are participating in wheel chairs. There just was a court injunction in California at a marathon for wheel chairs. Three able bodied athletes wanted to participate in the marathon. They couldn't do it because everyone had to be in a wheel chair. The judge ruled that if they participated in a wheel chair, they could participate in the event. I think that's a major breakthrough, an act to go in reverse. It is becoming a new world now where many friends compete against me, and then they get into a wheel chair.

What if you happen to have an able bodied teacher and disabled children .... a disabled teacher for the able bodied children, or for able bodied adults .... so we just bring disabled people .... call you temporarily able bodied, or do you prefer to be called a normal human being?

Everybody has a disability.

That's a super example. There's a constructive way, you know, a knowledgeable way of looking at what Frank just talked about; that's called values modeling. That's part of that linking your values to behavior. If your brochure says you are one kind of an organization or a mainstreaming in aquatics, and your staff and your leaders are not consistent with what you say you are, people pick that up. The example of using a handicapped leader with able bodied people is a way of modeling, values modeling, what you believe, and people are sharp, and they pick that up, so you do not have to go around and have a values class. You can just do that. That's just one kind of thing that I want to add, you know, another rule of thumb that you can be aware of.

You can do things to bring out peoples' values. If you give them an opportunity to really come up with a gut-level reaction, it's amazing how beautiful people can be. When I start every single one of my swimming classes, be it adaptive aquatics, senior life-saving, I always arrange things so I'm all set up, and then, I walk into the classroom with a bathing suit, my shirt, with all my credits and credentials, which I normally do not know, but I put them all on, sunglasses, and a cane, and I walk in tapping my cane into the swimming pool. And the responses, "Oh, my God, he's blind; how are we going to learn from him", and . . . . it floats all over the place. I drop the cane and the glasses, and we stop instantly right there before we do anything and discuss values. What went through your head? How did you look at me? How did you look at me as compared to the guy sitting next to you? This kind of approach let's you open up and spill yourself out to somebody else, and let them see - I am a whole person.

I would recommend that you get and show a film called A Different Approach. It's been put out by some people in California. It is a film about employment of disabled people. It is without question the most unique film on disability that's ever been produced to my knowledge. It is a tremendously effective attitude changer. You feel very warm inside, you feel very positive, and you have already changed many of your attitudes without really realizing it. It's enormously effective for any program which is trying to operate in mainstreaming, to openly discuss the idea of mainstreaming, with that kind of a film as an opening base. I think it would be very successful.

I would encourage you definitely to utilize resources like this, but also encourage you to remember there is some experience with the desegregation regulations. We have a history, you know, with regulations and this type of thing, where people are brought together in a big room, parents, PTA members, all the people involved in that kind of a situation, and they're shown a film, and they are told to get in groups and talk. If you have ever been in one of those groups, usually one person talks all the time, or two sides differ, and you get the argument going back and forth. Growth does not occur, but the reinforcement of stereotypes does. I encourage you to really look at that valuing environment, speak for yourself.

The important thing I learned from working with minorities was that is fine if everyone in that group is at that level. If I'm at a different level of moral development or values leveling, and somebody makes a comment, it cuts me right there. One of the examples used to be with a white person and a black person agreeing to call each other nigger and honky, and they do it in front of someone else who is strictly offended by that, and thinks they are just getting their case together, and sees this going on. I am encouraging you to look at the environment first, so these films can be used in a very constructive way; speak for yourself; listen to others; and avoid put-downs. This is very important in a valuing environment. Then people can voice their differences, and it doesn't become a debate or an argument or a defense of a stereotype. I think that from my experience, that's something I want to share with you. You all have the history in mainstreaming and aquatics, but for me it is in working with what I call pluralism and diversity. Isn't that what we're talking about here also - the skills to cope with pluralism and diversity? Some of those skills are simply avoiding putting another person down. We can't, in my mind, find what works for each one of us. I like resources and utilizing resources, and I want to support that. Would you like a break? Let's take a break for fifteen minutes.

Speaking for yourself, speaking up, and speaking out and participating is an important part of valuing. That is hard to do unless you know that others are going to listen and avoid putting you down. It is like in school. I remember when the nun used to say, "Who has the answer?", and I used to raise my hand, and then she'd say, "Who has the right answer?" I didn't raise my hand the next time. You know that experience. Environment is really so significant, whether it is in the swimming pool, or the classroom, or wherever. It's very important. I encourage you to hope that that kind of thing can occur in here and begin to build even more. I am not using many of the techniques that I had planned, because they are values techniques. It seems to me that you have a fairly open dialogue, and sharing experience has been an important part of our morning. Three or four people - I'm not speaking for all of you - but three or four people said, "This is helpful; I'm learning." Therefore we will continue with that kind of open dialogue. The thing that was asked again and again was, "What about changing attitudes? How do you change them? There are many bad ones out there; they are not open to this kind of thing."

This is just experience that I'll share with you. There are ways in which you can help people examine their values and their attitudes. Remember, I said people motivate themselves; you don't motivate them. One of those ways, on which we have already touched, is "values advocacy".

You can advocate. How are people to know what you believe if you don't advocate, because they make assumptions about you by your green tie for 4-H, or whatever. Advocate! The second one is - you know I relate to you talking about coaches, Tom. Coaches teach values. Sometimes they teach them by avoiding dilemmas; they avoid dealing with the situation - the person who is swearing. Swearing is not a value that is upheld in that sport. Cheating, for instance - the coach looks the other way. Perhaps it is because he does not know how to deal with it, does not have the skills. I know when I was a youth director with minority children, coming from a small rural area, when there would be a dilemma in the lobby, I would sometimes slip off to the gym - that is values avoidance. That is one way you teach values. Another way is inculcation. Most of you experienced that in rote memory in school. Remember repeating back to the teacher whatever the teacher said. That was how you learned, wasn't it? I assume you teach that in swimming - over and over again you talk about and list skills. This is what you need to know to be a Red Cross instructor. I've heard about the tests given in Red Cross lifesaving - pretty hard tests. Much of that is values inculcation - inculcating. The question we ask with that is, "What does that instructor do when he gets in his first-step values dilemma when he is a lifeguard on the beach and his best friends are those who are breaking the laws on the beach?" How much does the inculcation pay off?

Another one is values analysis, and Frank Bowe, I want to go back to your particular statement in regard to getting all the information and showing that we can cause change or have caused change. That is one way of teaching values - in other words, to have the data to show people that mainstreaming works. It is successful - here's an example - here's a project - that's just super. I encourage all of us to look for that. I want you to know the shortcoming of values analysis also. The statistics and the data that is available on smoking suggests that you'll get cancer, you will have cardio-vascular problems, you will be short of breath, you'll die; for sure your hands will smell, and your breath will be bad; and the cost is high. The statistics and the research have been done. What is happening to the smoking rate in this country? Values analysis is very important when you're going into something like Special Olympics and selling a program. The man from El Paso who showed a film says that what sells his program is his movie. The picture may be important but values analysis is only one way. You should have the literature and training materials, but the attitude has to be there. Values clarification is simply to have people clarify their values -- what's most important to each person? When you say, "Mainstreaming, what is it?" you may be able to come up, in this room, with twenty examples of what it is that are fairly in the ball park. If you are asked to prioritize what is most important, you know some of you would put one of the concepts above the other one. That is how you run your programs. That is another way in which you deal with attitudes.

The final way is values commitment and action. That is a simple process. You have an idea - so do others. If we were to get everybody's brochures out and look at the programs that they call mainstreaming and look for certain words or certain objectives, that is values commitment in action. You would look for certain words and certain actions, which would suggest that they are acting out in a consistent way around mainstreaming. That is what we call commitment in action. It is easy to have a national conference and then go back and do your own thing. Commitment in action would say, "What are the new things I learned? How do they compare with my program? What is the state of the art?" That is a university term. What is the state of the art? Is it not developmental? I hope that when you go back, commitment of action will take over, and you will pull from what you have heard, and you'll examine your programs. That's one way you deal with changing attitudes.

Are any of you familiar with Lawrence Colvert? I am not going to give you the whole theory, but I'm going to suggest something so that you may be a little more aware of why people don't change their attitudes and why it's important to value them and give them a chance to change for themselves. Colvert sees people at six different stages. It starts with number one which is pain and pleasure. You know the infant, or the person who says, "If it feels good, do it." I've seen bumper stickers like that - they call that hedonism. If it feels good, do it; that's a level of attitude. If you try to convince that person who is taking cocaine and addicted to it that it is not good because it feels good. That's a level of moral reasoning. Another one is that of needs. The person is saying, "This is what I need, boy; I'm going to go with his program; it may not be mainstreaming, but I like it; it fills my need." Another one is that of concession. I learned this during the race riot years where you felt like you had to undo all the evils of the past, and suddenly I found myself saying, "I guess it's O.K.; I don't like seeing buildings burned; I don't like seeing property destroyed, but look at all the injustices that have occurred." It's walking in someone else's moccasins.

Is concession related to compromise?

Yes, I think it is. The difficulty with that level is that you still need to know yourself, so that every time I meet a person who is different from me, I get so much into his empathy. I am so empathetic, and the other side of it is sympathetic, which is more of the negative. I get so sympathetic, I get on that case all of a sudden, whether it is handicapped or a minority of some type. Suddenly I carry that banner. That is what I think happens sometimes when we regulate and force mainstreaming so often. We are on the banner and are going to make everything right. I'm walking in the moccasins of a handicapped person.

Law and order is another level, and that has to do with what the law says. A person, if he is at that particular level, simply will stay there. We saw that during the war years. People said, "Well, it's the law, the President says the war is O.K." And they were not dealing with moral reasoning. People are in these particular stages; this is Colvert's theory. We are all at different stages. (I didn't mention the last two.) What he suggests is that a person has to want to change before he will change that attitude. If I'm really comfortable with my level of reasoning, and you come in and say, "That's wrong; that's bad, I need some reason why I ought to want to change." What you do with values education is give people a chance to explore what their options are, listen to other resources in the room, and possibly they will make a choice to move from one level to another. A person says, "It's awful easy, and I'm handicapped, and it's awful easy not to go into the water. It's more comfortable, and besides, the water is probably cold, and I've never done it before; I don't know why I want to." And his buddy, who's in the mainstreaming in aquatics program comes in and tries to force the value. "You ought to be in this mainstreaming in aquatics program." There's a good chance that that person will not jump from one level to another, because it's being forced on him. Those are some things that are important. I just wanted to share them with you a little bit as handles to let you know that people do not just see the goodness always of mainstreaming. It seems natural to help people, but if a person is at a particular level, he has his reasons for being at that level. It has worked for them.

Are you going to give us five and six?

Yes, I can give them to you. These are more internal. Six is what Colvert calls universal principles. This is more of an internalization process - like when you're sitting there eating your food and you think there are hungry people in the world. So you say, "I'm not going to buy any more of this rich food" - you think that is affecting people the world over. This is more nearly an existentialist kind of view. And five is social contract. At the University of Minnesota we had signs in two foot lettering saying "no smoking". Social contract would say, the instructor would say, "O.K., how do you want to deal with this?" Somebody would say, "Boy, I can't learn unless you let me smoke." Others would say, "If you're smoking, I don't learn." This happens. We have a law in Minnesota which forbids smoking in public facilities. Social contract means that you would, as a group - you've been in groups like that where a group consents - we'll do it this way, because the group says it's O.K. That's what it is about. The people are willing to relinquish their own personal needs at that point, for the movement of the group.

Lawrence Colvert was trying to find out if there was anything universal throughout the world in the formation of values, and in the way values affected people, and he interviewed children, adults, and people in a different culture, and then he tried to categorize the kind of reasons they gave for doing things, the kinds of values and attitudes they had. He tried to establish a kind of hierarchy of what he thought was a value system that was at once a hierarchy that an individual would normally progress through, and at the same time a universal kind of thing that would characterize levels of functioning. For example, first level, pain and pleasure; that was a very primitive kind of level that you would find very, very young children doing. They would paint on the walls, throw the earth, mud on the floor, and things like that because it was fun to do it. Then you can go on the exact opposite level of people with very high levels of abstract reasoning, and stating, first of all, that they wanted to try to model their own lives by certain principles - belief in sanctity of human life, or destroying pain - which would be a guiding principle. He tried to exemplify age ranges through which people would normally progress. He defined some very young children in using very high moral principles, but generally speaking, he seemed to find different age ranges, and people seemed to go through them.

If we could interpret that, then, in terms of attitude change; if we can make the assumption that people are indeed at different levels and that is continuum, then it would seem to me that different approaches would be necessary in order to reach those different people operating at individual levels. A person at a certain level is not going to be sensitive to an approach where we might present the basic philosophy that mainstreaming is important because it guarantees equal rights, since equal rights is an abstract principle, and it would not be meaningful.

It is a very high level, yes. Larry Colvert tried to change somebody's attitudes . . . talk with them about, you know, what their beliefs are, and try to get a reason for opposition to mainstreaming in this particular instance - why don't they think it would be appropriate, and they may say, "Well, I'm not comfortable in that situation". Well, that is your number one level. They might say, "Other people would not be comfortable", which may be a projection of the first level, and so forth down the line, and you have to approach them on their level where they are, by individual persons, and try to give them an argument on their own level, and then try to see if you can't lead them to a higher level, for instance. However if you come in in the beginning, and say to a large group of people that mainstreaming is good because it is a reaffirmation of our fundamental belief in the equality of mankind, it's not going to change very many people's attitudes.

This must make it very difficult when you are speaking to an audience. To gear communication to any one level would be inappropriate.

That is why I'm suggesting that all of these different things work at different times for the different audiences. Probably never does everyone in the audience opt in; it's very small. People have said to me, "We want to see change; this values education if it's so important, let's see the behavioral change." What we are suggesting is that it is very small increments of growth. If I might ask you to list some dilemmas that you encounter in mainstreaming in aquatics, which are staff and participants, for instance, and we were to get a list and take one of those dilemmas, get you into groups of three, in this room, and I would say, "O.K., you're the staff person; what are all the things you could do", and you list them in a group - all the things you could do. Then, without any discussion, without evaluating and judging, get all the options, what are the consequences of each option - you list the consequences. Then I would say, "O. K., each person now in your small group, make a choice; what would you do?" What happens in relationship to Colvert is that you are hearing these different levels. You do not think one, two, or three - personally I think it is dangerous to do. It is very technical and research oriented. Colvert did that in his studies, but in values education, you hear those different levels. Quite often when I'm living with my parents I do not hear any levels, you know. I am locked into one level and they're locked into another level. If the valuing environment is there, that staff, or you as three people, hear different levels, and all of a sudden, the light sometimes will go on, and you will say, "Oh, I never thought of that one before." Then you move, you know, I talked about that movement from one level to another - then you move by conscious choice. That's just one small example of how you could work with staff training. Frank Bowe, maybe you have some other ideas of ways it could be worked.

Frank Bowe: Being sensitive to a variety of different levels of functioning, different levels of thinking, different levels of approaches on values is very, very important. You might want to address some of the classic after-change - for example, role reversal. An example of this is to put people in wheelchairs, blindfold them, and put plugs in their ears; that can be somewhat helpful. After going through this experience, have the participants relate their feelings. Disabled instructors can be used for the group. That can be very helpful.

Another situation could be to present a person with a problem he has to solve or one where he has to espouse a belief that is exactly opposite to the one he holds. If some one is opposed to the concept of mainstreaming for some reason or other, assign him the task of presenting a case, or making a speech or presentation to the group, explaining why mainstreaming is the proper way to follow. You thereby force a person to go through and learn and order, and then present and advocate and stand up for exactly the kinds of belief that he has not held to this point. These are some of the other techniques of classic attitude change of persons.

There is also the subliminal kind of work where a movie like Different Approach, or something like that, could be shown. There might also be a disabled person in a group and participating in front of a group as I am doing now. I am not making any mention, or have not until this point, of the fact that I am a disabled person, and I am participating as a member of a particular group. I am able to make some comments. I am able to respond to questions. I am mainstreamed in this group. I've never actually had to say it, incidentally, but when you leave, you have subliminally, to some extent anyway, absorbed the idea that here is a disabled person participating equally without any mainstream setting. That is another approach you can take, without ever mentioning the subject. There's a whole variety of things which you can do, I think, to make the point very well. The important thing is to be sensitive to the variety which is most suitable to your audience. You know the people in your program, the children in your program; you can bring your community, parents, churches, the other groups there, and try to do whatever you think is going to be helpful. I know that Mr. Johnson probably has some ideas about that. He felt very strongly that you should act as advocates in your community to try to establish some kind of climate in your community toward mainstreaming among different community groups or pressure groups or interest groups in your own community. You should not just be concerned with your own program inside of your house, but in the community out in the street. Think of some of the ways you can do that. In terms of attitude, I am new to the discussion of mainstreaming. Let me ask something that I'm curious about. I sensed this morning in the early part of the discussions some at least latent concern that the mainstreaming concept threatens, challenges, or at least raises some questions about special programs as they exist now. Does this concern exist? Is there any basis for this concern, and is this one of the points of resistance one would encounter?

Do you want me to say yes? I don't think I would get a lot of agreement to that. In the entire history of the United States you find that programs for disabled began with an inter-special kind of environment where disabled people were put out of sight, out of mind into large massive institutions far away from the community, far away from everything. Unfortunately now the community has grown, the city has grown, the suburbs are growing, and now they are growing into that community that has the special institution. That's creating all kinds of tensions right there. Now, by introducing this concept of mainstreaming, you are threatening established forces, established funding patterns, established values, and people who have jobs in these institutions.

I would want to draw a distinction between the ancient warehousing concept and what I see as a very aggressive, good track record, well funded, sophisticated special program.

I do not think that's true though. I think there are still many splinter groups. We had the opportunity here to participate before the Senate hearing committee on the Olympic programs; in other words, funding of the Olympic movement here in the United States. They brought together a half a dozen sports organizations that deal with the handicapped, who met with Senator Culver and his committee. There were about six or seven different attitudes presented there. The deaf had their program; the wheelchair people had theirs; Special Olympics had theirs. It was not a concerted effort, and I think that in part is mainstreaming. There is Project Mainstreaming; there are many other projects that are scattered around, and there must be some sort of concerted effort to make this movement work. Some of it can be met in a special program; but the recognition has to be made that some of them can be met for some people at some stage in their lives in that kind of a program. Others can be met in a mainstream program at different stages in their lives. Then also an alternative has to be there, and a person has to be placed in the more suitable environment. I don't know if Gerry Bertier will agree with me or not, but there are some people who do need a special kind of program.

I agree. I agree with you, Frank Bowe. That we all do not need one kind of program was my point earlier. Unfortunately the parents are saying this: "My child has this special attention. What you are talking about now, all of a sudden, is that he has to go into this mainstreaming type of thing which I know nothing about, and he's supposed to come out looking like a rose." That is hearsay, but we're also looking at the psychological and the sociological type of integrations involved. I am more interested in trying to develop the whole child, not just brain two. I agree that some children are shy; some people will be drawn out; some people need special attention. We cannot solve all these problems with one program. Mainstreaming is one program and public schools that stand for 94-142 is one program. Gerry Bertier did not say by disability. He said, "Some people are shy; some people have characteristics that make them human, and those are the basis for a decision, not the fact that a person is deaf or blind or retarded, or whatever." I do not care what the disability is, I am not fully in favor of a child. The point is how well that child functions, how confident is that child, how far that child goes toward independence, that kind of thing. I know that Mr. Sorenson can point to you incredible evidence that the retarded can function on a very high level. I do not care what the disability is, deaf people, or blind. Any of them can do extremely well, so that the basis of categorization is not the disability, but the person and the individual.

We have a problem on the other side though. Disabled people some times have tunnel vision toward their own disability. There's a good instance where all wheelchairs think only about the wheelchairs; the blind only think about the blind; they all fight each other. In that meeting with the Senate Committee this was very evident. There are so many times we have all gone to Capitol Hill, and each group speaks a different language and has different wants. Handicapped people have to become more involved with each other, have to get to know each other. The people in a community, in an institution, in a special group such as spinal chord injury, when they are put with other disabilities are just as ignorant about each other as able bodied people are about the handicapped. There must also be mainstreaming between groups.

One of the goals of working with values is to help the individual weigh his own or her own value in light of his or her own already established set of values. In other words, the person who has been living his own life finds that when he goes to a mainstreaming conference or a union meeting that he ought to be on a band wagon. "I've been oppressed for years and didn't know it." So he has a new value. First he needs to check out his own system to see if it fits. The second thing he needs to do is clarify that value in relationship to others' values, the environment he lives in, the people he works with, the spouse he spends his time with. If he adapts to a new value - that is one of those things you hear quite often in counseling where the spouse grows away from the other spouse. Somebody said, "I went away to training, got this new value which said that I have got to grow and be different and change, and I did not get the training." I think that the important issue there is that you cannot stereotype and generalize the handicapped.

I'll give you a good "for instance" to that. Several years ago when I was working in the Special Olympics in my state of Virginia, we started programs for those who were both in wheelchairs and who were involved with Special Olympics. We found out that there are many children who are just as handicapped in the institutions and were competing in Special Olympics because there was no other place for them to go. And I saw one brilliant girl, a very bright, cultured girl. She was involved with Special Olympics in the institutional setting, with that institution. Somehow, it's not right . . . .

That is like those options we had as children. There were two options, your parents' way and the wrong way. That was the limit of options, and that is the one thing I'm concerned about. Several of you have helped me get concerned about that. Yesterday, Gerry Bertier said, "Well, what do you do?" you know, as a challenge to me. "What do you do in mainstreaming?" "Nothing, you know, I just work." And he said, "Well, what are you going to move into?" And I started to think. I began to think about the people who run these conferences, and they are physical directors. But it does not only have to be physical directors. There are other ways of reaching people. Does mainstreaming have to be done only in aquatics? I am not putting down aquatics and physical education, but saying it has to be done in aquatics is the same as saying every child should have a sports experience. Some children can get those same learning experiences in the classroom or in a camp. Instead of spending all our time just on sports programs - I don't mean that as a put-down either - but let us broaden out, look at other options. That is what I am trying to reinforce, Gerry.

When I work with teachers, I don't even talk about major disabilities or whatever - handicaps. We focus in on those people who are temporarily able, and we talk about it. They write down something about which they feel disabled. They all can come up with something within a few minutes. It's usually something like, "I'm a slow learner", or "I can't get statistics, or "I'm not good at math". Then you talk about self esteem and everything else associated with not being able to do a particular kind of thing and they begin to understand how a disabled person feels. An example related to this is the boy who tells the story. He said, "I really loved my life, and it was just super, and then I went away with my friends, and I had my shoes off one night in the room, and they started laughing at me, and I said, "What you laughing about?" I looked down and saw that my second toe is longer than the big toe. From that day on I never took my shoes off and never went swimming, because I did not want other people to see that I had a longer toe." The speaker who used this example asked his audience how many had a similar experience. Twelve people raised their hands. This concerns a minor issue but it is with minor issues that we should start to bring about changes - and gradually work up to major changes. You know what the new slogan is going to be for the coming year, "Temporary able-bodiedness - We're going to get you!"

I think this is all very interesting. I particularly believe that mainstreaming is an important concept. However, financial implications, I think, will ultimately be the process that affects most of us. Whoever controls the purse strings, also, in a very subtle way, controls attitudes.

Do you believe that mainstreaming is also more expensive than special programming?

Mainstreaming, if done properly, will be somewhat more expensive than the regular program, because then that person with special needs and the rest of the population ought to benefit from the technology that is generated in satisfying the special needs persons.

It's fascinating.

What if you do have a basic concept if you speak of that instructor in this classroom who taught these children. Now he has other children come in who might have disabilities, and he was only geared to that. Well, we go back to the basics. That person's school should be giving the instruction there, to deal with those children, and I don't see that that's more expensive, in fact, let's go back to the basics, and let's teach where it should be taught, and then, you know, again, we're still a test-tube class. Mainstreaming is started not so much at the federal level but at many state levels when their education budgets were being cut back. Immediately their thoughts were to drop special education because it costs three to four times as much to educate a handicapped person as it does a regular person. Also it is possible that some states change laws so that they can get money placed there; they can hire resource teachers who again use thirty students, instead of, as in most states, twelve or fifteen.

Mainstreaming is less expensive than special programs?

Absolutely.

If it were done properly, and we had an appropriate reduction in the class size, so that the classroom teacher could deal with all of the situations equitably, then it would ultimately cost more dollars. There's no way it can keep from costing more dollars, but society will benefit more. I do not know that you teach swimming, but the woman from Harrisburg said she does, and, according to her program, she would have to have three hours set aside a day for the handicapped, and three hours set aside for the regular students. If they put those together, they could swim for six hours. The cost has to be reduced.

Mainstreaming is basically a one-time cost. In special programming there is ongoing, continuing cost, special manpower, special space, special needs, special repairs, and all kinds of special costs. They will be in addition to the regular programming costs. If you are mainstreaming, even if you do it properly, you are still spending that money.

There are many people who are taking advantage of the mainstreaming concept, and running with it, and renovating, and adding on. An excellent example was out in California in San Francisco. Any company accepting federal funds has to have the buildings accessible by "X" date. This company did not want to do that, but they still wanted the federal funds. They submitted a proposed budget for making their building accessible to the handicapped, costing $602,000 to make the changes. The federal agents went in to take a look at what they were doing with the $602,000. The guidelines could have been met, and eventually were met because the people were getting five and six million a year in federal contracts, by doing less than $9,000 worth of work on doors, and toilets, and phones, and water fountains, and that type of thing. This sounds absurd, but it's true. The submitted bid went above $602,000 - something is wrong somewhere. I wonder if that same philosophy isn't coming all the way down through and into the educational system, into my system, in swimming pools - that here is a chance to finally get what is wanted in a swimming pool. If the government is now telling me to do it, then I will tell my boss he has to do it. He must repair that hole that has been there for ten years and I have tripped on a dozen times. What worried me is that is inflating the money about which you're talking.

You didn't mention the fact that the federal government is picking up a big share of that, at least originally.

You never mentioned the fact that if my child had to be in special programs, I had to pay for it out of my pocket for all these years, and also the tax for the local state and federal level. I would like to see the figures balance out.

We are currently in a trend where a high value in relationship to a politician who votes for us is - how much does it cost? Is it going to save us money? Does it cost less? It is an important value.

Attitudes and Values

Today cost is the important fact. No more can I argue on civil rights or equality of opportunity; nobody listens to me. I have to go and discuss the cost factor.

I want to add something to that. I accept that. Riding to the airport yesterday a gentleman said to me, "You know, we will not buy hamburger and steak any more, because it was fifty or eighty some cents. It was going to cost us five more dollars than it did a year ago; but we just went out and bought a new Volkswagen bus that cost us twelve hundred more dollars than we ever dreamed we would pay in our life, because we wanted it." One of the dilemmas that boards and funding sources encounter is they are looking for that value; it will cost. But it is, "How do you approach the other side of it also?" People will go beyond that particular value if they get in touch with significance and importance. With organizations like the Y, and Girl Scouts, Campfire Girls, I try to get in touch with that positive side. They are black and white dollar men; most of them are there because of that; they have money, but the other reason is that many of them were campers. Many of them were swimmers; many of them were Boy Scouts and Girl Scouts, and they remember that. If you can reach them and let them explore why this kind of program would be important, if they do not want handicapped people in their pool, they will say, "Costs too much." Really look at all of those options. I know the dollar thing; I live with it daily, and I also work for a foundation that's in the health care field. I know we all tend to follow the federal dollar, but look at those other values too.

We made that work in our facility where we had a swimathon. We involved the legislators in getting pledges themselves. They came in, and publicized it in the paper and swam laps. It was for the facility itself for programs, most of them related to the handicapped. It worked in a positive way in that respect. They actually got in and swam. Cameras were there, and it was publicized and it worked in a positive way.

One thing that has happened in the Y recently is that for a ten year period the trend was to the business manager, the physical director type of executive, who could handle the books, you know. "We're tired of all those Christian guys; we want somebody who can handle the books, and run it like a business, and it has to be just like the health clubs." And that was good; it helped the YMCA; it made it stronger, a better image, with better facilities; but what's happening now - there's a swing back. Whatever happened to the "C" in the YMCA? What about character development; what about the children we were training to be leaders? Let us bring that back in, so it's a two sided coin. Tom Songster, you have to live with funding things all the time.

It is even interesting to see how different agencies wipe each other off the map, because you know they'll come up with a new way to brush a cerebral palsied person's teeth, but do not dare share it with anyone else until they get the federal grant, using that as a basis of getting their grant. Then they'll let it out. When you work with four or five agencies, as I do in New York City, they're always putting me on my honor that I'm not going to disclose their latest grant techniques, because they know I'm going to the Jewish Guild and the Industrial Home for the Blind, and the United Cerebral Palsy, and the Multiple Sclerosis Scoiety, etc. "Now, Bill Moors, you're not going to talk about this, are you?" And I really am put in a dilemma, and when the grant finally comes through, I can talk about it. Rather than agencies looking to see how they can help a human being and become involved in making him a better wholistic person, you look for the money because without it you cannot do anything.

Do you see us changing?

I see us challenging that on the buck level, and winning the battle there, and then going in and saying, "By the way, you might be interested to know."

Here's a very interesting concept in Europe which has opposed this. They have been taking care of the handicapped long before we even thought about it. They've housed them - given them everything they need, special cars, special communities, mainstreaming is not in effect there, but they've always taken care of the disabled medically and financially. They're just getting around to mainstreaming. They're ahead of us, but behind us. They have many different programs in Europe, and they have terrific developments, and all this is handicapped. They have everything that is needed, but you do not dare go out of the community.

Are there some other kinds of values ideas that you'd like to utilize each other for exploring? If so, I just encourage you to bring them up.

I found a very interesting thing when I started my internship when I was still in school. I worked in a rehab hospital, primarily for people that had had sudden accidents or illnesses, and again, primarily spinal cord damage. Until I entered this institute I had not studied any specific disabilities. I didn't know what a paraplegic was; I didn't know what CP was. Yesterday in our small group there were two women shouting out initials, and at first I became very defensive. I don't know -- don't care; it doesn't matter; it just didn't matter. I was so petrified that I was going to do the wrong thing to the wrong disability. I was so sure that everything had to be classified. I think that many people feel that way. It turns out that I definitely had the advantage, because I dealt with each person as a person, and then we found out what the story was. This is what I am - this is what you are - let us work together toward this goal. It did not matter that they had two heads or one eye or two fingers or one arm. I figured out all that myself, that the only way to do that was to talk to the person who was sitting across from me, to find out, "Well, what do we have between us, and let us work with all that we have." In retrospect, I was so afraid that I was hung up in these roles inside of the roles, and it turned out that I was better for not knowing. I think it is important not to get terribly hung up with so many initials. It was just crazy. I walked into the institute the first day, and the other young woman that was doing the internship walked me down the corridor and said, "There are paras, these are our quads, and these are our hemis." And I really was petrified. I was so afraid that I was going to call a para a quad or a quad a hemi. What did it matter? It didn't matter at all.

Isn't that a new game we should have next year, called "guess your handicap?"

You study how to teach men and how to teach women.

I was so frightened because I had never even touched a wheelchair. Until I had a reason to touch the wheelchair, it made no sense to practice taking the legs off the wheelchair, and transferring someone that really could stand up and go into a car. It made much more sense to wait until I was with somebody that had to do it for real.

Professionals, especially in the rehab sense, want to prove to me how much they know about my disability, and they just want to prove to me how much they know.

Charles Freeman: Somebody wants to help us make slide/tape sets if we can find the money. One way to approach it would be to have one set on including blind kids in 4-H, one on deaf kinds, and so on with different disabilities. Somehow it strikes me as the wrong approach, focussing on disabilities. A way that is more natural to 4-H would be to start with a particular interest, such as food and nutrition, and show slides of how everybody can take part in that. This would tend to cut down barriers rather than reinforce them. In the discussion it was brought out that slide presentations can be useful to show that it is possible to come up with a good working program. A step has to be taken to get into the administrator's and treasurer's pocket. You need money to string a rope from the cabin so that the blind child can get up at two o'clock in the morning and find the rest room, then two days later take the rope down because he knows his way. Somebody has to pay for that nylon rope that can withstand the weather. The slide program might convince somebody of the need.

The funding of projects requires innovative and creative approaches. Support for most any project can be obtained if people are approached at levels which attract their interests. For example, the artist Cristo obtained funding and assistance to string a sheet for 26 miles along the shore and to carpet all of the sidewalks in Kansas City. These were multimillion dollar projects and lasted only a few days and represented little of significant social value. But Cristo knew how to approach people for support. He knew how to manipulate people - knew the level of the people he was approaching.

I would really caution you about the use of that word "manipulation". In a sense, it is manipulating people. Unfortunately sometimes you are pushed into that situation, as the man from Texas was put into that position to use that film even though he didn't want to. He knew it would get reactions, so he did it. I think knowing the level of the person that you are going up against is very important.

Yes, but I really want to caution you - be careful about that kind of mind set. You think a person is open or he is helpful, or he likes some things and not others. The idea of saying, "He is on level six, and I'm going to use this little game to play with him, to manipulate him to get to a level four, because I know at four his button goes on and he will give me money." I happen to believe in individuals, and think that they are good, and that they only will move when they say yes. The basic learner theory which is that the teacher thinks she's controlling those people, but they are turning her off and on when they want. I think it's important to learn and be informed about people, but also to know that they do not go some place unless they want to.

I want to leave you with one thing. I have learned from being here today that we must look at the whole person. All day yesterday I kept seeing the handicapped person as that person in the chair, or that person who is deaf, who needed someone to read for him. I did not want to do that, but I saw the focus there. Now I am broadening out again, and now I really would advocate that values education can be helpful, if you use values education in your programs as well as putting someone in and out of the pool and doing the technical things. I can begin to appreciate that there is a values dimension to every situation. Accountants used to suggest that there wasn't. It was either on the line or not, but there are value dilemmas inherent even in the surgeon deciding what technique to use. That is the one that frightened me when I got into the health sciences, so there is a values dimension to every situation.

The valuing person accepts responsibility for his or her own values decision making. You brought that up, I didn't. That person - you can't operate in a vacuum - but you need to accept - it's very easy to say, "Well, one of the sources was my parents; that's why I am prejudiced. Look where I grew up." Oh, I've used that one before. You have to accept responsibility for your own value decision making.

Also, you should discuss the options. We have looked at them. There are many options to situations. It is scary to have a twelve year old girl look at all the options to birth control, but the few that she knows may be the most scary, so isn't it better to let her explore all the options? In addition to that, consider the consequences.

What might happen if she related to each option? A person has a realistic way of making a good decision. We talked about weighing it in light of already established set of values and the values of others.

It's like going home from the conference, and people see you coming. "She has been at a conference again. Here she comes; we're going to have staff meeting for two weeks." People identify with that; they label you, and you're easy to see. You have to integrate it into your behavior. And of course that is what I think the wholistic person in the swimming pool has to do, to get in touch with the world. Not just, "I'm mainstreamed in aquatics," but, "What does that mean in my total life experience." Make a choice and act on it. That is one of the hardest things for me to do in the world. I drive by physical education places all the time and say, "I ought to join that; my family ought to join that; we're going to join it, that would be good for us," but I don't act on it. When you act on your values, you get immediate feedback. "It costs too much; I'm not going there again", or "I didn't like it", or "You know, I feel a lot healthier." The valuing person learns to act on his or her beliefs. That way he can measure things. You may get some of that data and find out that that will help, but when you get it, and you act on it, maybe we'll all learn from you, and that will help us get more funds, in some way. That's acting on your values.

Stay open to growth and to other people is one of the most difficult things to do. It's not just mainstreaming physical directors and swimmers. We have a few educators here. We have a couple of psychologists; we have some Y workers with a great deal experience, some with some new experience. We can learn from each other. The valuing person can do that, and that is an important goal in our program.

And the final thing is to utilize other resources. This may be the person sitting next to you. When I do consulting work, I try to suggest that - I don't get much work this way - but I suggest that when I leave they sould not need me to come back. My main job is to help them utilize the resources within their own group. The valuing person realizes that there are resources all around him. He doesn't need that mainstreaming expert in aquatics who had forty years of certification; he may just need somebody to say, "A neat person." He also may need the person to teach him to swim, in terms of certification. That is what the valuing person does. I just wanted to share those with you very fast. Normally we work with these things at some length.

PERSONNEL PREPARATION FOR THE MAINSTREAMED PROGRAM

Lionel McIlwain - Presiding

Panel

Jerry Harris
Daryl D. Jenkins
Jerry Kelley
Andi Morris
Joseph Winnick

PERSONNEL PREPARATION FOR THE MAINSTREAMED PROGRAM - Dover Room

January 23, 1979 Sessions

Editorial Comments Taken from Discussion Sessions:

Personnel preparation for mainstreaming aquatic programs involves several different areas. First, an understanding of many different attitudes needs to occur; second, an all out effort to coordinate available resources is needed; third, one must assess various training needs; fourth, a decision must be made as to the type of training the particular agency, group, or individual needs; fifth, providing a positive environment where the learning can take place; sixth, implementation of the training effort and seventh, evaluation and effectiveness of the training process for the individuals involved.

The training of personnel in aquatics to integrate, normalize or mainstream their program is really not that different from preparing persons to mainstream in education. physical education and recreation programs. First it involves an assessment of a variety of attitudes:

Personel attitudes toward the handicapped

Community attitudes toward the handicapped

Attitudes of the handicapped towards themselves

Attitudes of the parents, teachers, support staff and peers

Attitudes of administrators and decision makers

A positive attitude regarding aptitudes and skills needed for mainstreaming

Other attitudes as identified

Second, an all our effort to coordinate resources needs to occur. Resources for an integrated program may include the parents of the individual, the person to be mainstreamed, program administrators, teachers, other support staff working with the individual as well as agency personnel who may be involved.

Third is an assessment of the training needs of a particular group of persons to be involved in the learning experience. Is the training service in-service, or retraining? Is the training for the college student, the individual already teaching, or for volunteers, or others?

Fourth, what kind of training needs to be presented? Are we training for the professional, para-professional or the volunteer? The types of training to be offered will depend on the group of people that you will be working with to assist with a variety of classes. A continuum of training and services with many different kinds of programs may need to be explored. A segregated program or a program for the severely handicapped which may need a segregated situation all the way to the normalization of the class program and all the steps in between whereby various kinds of mainstreaming opportunities may be offered. The training consists of teaching basic aquatic skills for safety, fun and satisfaction. These skills may be a pre-requisite to the mainstreamed instructional program. In other words personnel preparation needs to include preparing persons to be technically skillful as well as comfortable in a segregated or integrated mainstreamed program.

Personnel Preparation for the Mainstreamed Program

What does the teacher need to know? I am sure there are many skills that will be helpful but to name a few we will include:

when to take a handicapped person out of a regular program for an individualized program

when to get individual assistance for that person

when to place a person in a segregated program or how to offer normalizing experiences which will aid an individual to move through a program activity continuum to a place where he or she can be most successful in the least restrictive environment.

The ultimate goal is to offer integrated programs. However, realistically we know that there will always be the need for some special programs and for individualized educational plans and programs.

Skill training may be in the area of swimming or it may be in the areas of other aquatic pursuits such as boating, skin and scuba diving, water skiing, etc. Once the type of instruction has been decided for the group one needs to set the stage for the successful class. One needs to overcome the barriers that are ever present, such as personal barriers in the form of attitudes. There are administrative barriers or lack of understanding. There are the fears and attitudes of parents, consumers and peers.

A positive environment where learning can take place is the key. Once the coordination and stage is ready implementation of the program may take place. Mainstreaming or the implementation of mainstreaming may draw from many other educational areas including that of the special class where an individual program plan may be needed. Students need to be able to individualize skills in an integrated setting. During the training both the Individual Education Plan (IEP) and the Individual Program Plan (IPP) should be discussed and skills developed in order to use them. Pre-arranged sequential activity sessions are important. As we work toward the implementation of the program we also need to determine what individual skills need to be taught to provide a continuum of learning experiences.

Goals with short and long term objectives are very important for a special class or a regular class. It gives the opportunity to evaluate, to set a time frame and level of achievement through which learning will take place, as well as to provide the opportunity for further planning.

Included in personnel preparation is training both the professional and the volunteer. Volunteers may come from the college, the high school, or sometimes from the junior high age level. Members of groups such as YMCA, Boy Scouts of America, Girl Scouts of America, Campfire, 4-H, Girls and Boys Clubs, YWCA, Red Cross and others may form a volunteer service and will be willing to assist for a period of time in aquatic activities. There are other organized volunteer groups that can be trained and of assistance. Volunteers as well as staff need to be trained. Training designs need to be individualized according to the group so that an effective in-service experience may take place.

Personnel Preparation for the Mainstreamed Program

Keys to successful implementation of the program include proper placement in the proper class, appropriate behaviors, good communication, an effective monitoring system, coordination of personnel and agencies and well designed objectives. Above all a successful program depends on a positive attitude, an air of fun and friendliness, safety awareness, and an opportunity to receive immediate reinforcement when skills and goals are accomplished.

Integration or mainstreaming depends on the positive interaction between the handicapped and the non-handicapped. Change depends on re-direction of attitudes and may not occur quickly or easily. Mainstreaming should be a way of life in which an individual has the opportunity to grow mentally, physically and socially in the most integrated situation possible.

Humanistic qualities are important and need to be developed so that caring, respecting, trusting can take place. The instructor of special classes, integrated classes, or both, needs these characteristics.

The earlier integration can take place for a person the easier it will be for the student to keep pace in physical activities.

Conclusion:

It is important that a good job of personnel preparation, be it pre-service, in-service or retraining in mainstreaming take place for those working with the handicapped and non-handicapped to be most effective.

The evaluation procedures used in the Individual Education Plan (IEP) or the Individual Program PLAN (IPP) needs to be thoroughly understood so that when the person participates in the normal program the teacher or training team may observe easily and note goals and objectives that have been met or need to be redesigned.

Many times in the integration of black students the teachers did not understand the language or how to work with them. They were not prepared to integrate. No attempt was made to prepare the teachers or the students. It is important in the individualizing process not only that interaction takes place, but in some cases just being included in the same environment is important so that one can become adjusted and comfortable in a normal surrounding.

Personnel Preparation for the professional is taking place in many colleges and universities. In addition several colleges and agencies are working together to provide training for the para-professional. One such program developed at George Washington University and used in many parts of this country is the 750 hour training program in which there are several modules. There is the introduction to the therapeutic recreation which includes the historical development as well as the philosophical concept. There's the volunteer module where human development, disabling conditions and practitioner sensitization takes place; there is the module which presents self-awareness communication and leaderhsip skills, there is the module for program planning, therapeutic recreation and therapeutic recreation services which includes planning activities, programming - daily, weekly and monthly, individualizing experiences and evaluation and then there are modules set up for field experiences. Other models and modules have been developed and are being used by many colleges and universities. Two agencies -

the Young Men's Christian Association and the American National Red Cross have extensive training programs in swimming for the handicapped or adapted aquatics. Today many other volunteer youth service agencies are setting up their own training designs.

From successful mainstreaming in aquatics we may move to other program areas such as in the gym, the camp or other youth activities.

Training is an important key to a successful program.

Comments from Discussion Sessions

The format for these two sessions consisted of short presentations followed by group discussion.

Attention was focussed primarily upon two categories of personnel - those with specialized academic training, the professional and para-professional, and volunteers.

Attitudes of personnel were discussed frequently. The limitations of the participant must be recognized and appreciated. Also the instructor must be willing and able to teach the individual rather than a skill.

Considerable interest and discussion resulted from the attempt to differentiate between recreation and therapeutic recreation. Recreation for special populations covers the spectrum from merely providing a facility or services to providing treatment for people with severe disabilities.

The National Therapeutic Recreation Society takes the stand that therapeutic recreation is generic, not relative, and has developed a specific study outline for training in order to receive credentials as a therapeutic recreation technician. This course work can be pursued at a number of colleges and universities and practical field work is available through private and public agencies.

Personnel must be able to deal with a variety of alternatives in order to provide interaction and interinvolvement when regular and handicapped pupils are combined.

Mainstreaming may occur in various programs and at different skill development levels. Segregated programs may offer integrated program experiences as part of their format that is being used most successfully. Reverse mainstreaming offers a student or students from a regular class the opportunity to be placed in a segregated program thereby giving participants in each program new opportunities to learn from one another. Mainstreaming may happen in different programs in different ways. Certainly we do not advocate placing all students with handicaps in regular programs. Each student or participant needs to have an individualized program designed so that he or she may have a successful, safe, and personally satisfying experience in the least restrictive environment.(PL 94-142).*

Several college-level courses designed to provide training for personnel entering the field ranging from junior college AA, baccalaureate and graduate programs were described. Details of those courses may be obtained by writing to the college people on the panel, Andi Morris, Joe Winnick and Jerry Kelley. One consistent feature of all of the courses was that substantial time must be spent in the field under close supervision in order for an individual to gain an acceptable level of competency.

It was universally agreed that no operating program could succeed without the use of volunteers. There was much discussion concerning methods of recruiting volunteers, methods for retaining volunteers and methods of recognition. There appears to be no one best method for all situations. Volunteers need to be carefully trained in their activities. Sources of volunteers include schools, scout groups, senior citizens, parents, organized volunteer groups and handicapped individuals. Volunteers make possible the imperative one - or small group programming.

Para-professionals play a big role in programming. They may not be involved in administration but they function as recreation leaders.

It was stressed that the types of exercise and their limitations must be prescribed by a physician before participation in a program begins for those with physical limitations.

In summary, each program participant is different. Just as the successful school teacher must be prepared to react to the various mental blocks of individual students so must the program providers of programs for the handicapped be capable of reacting positively on a personal basis to wide differences in responses. This calls for a combination of training, practice and the establishment of and adherence to a set of values and attitudes which are consistent with the task being done.

Competencies identified are: First, understanding and applying sound first-aid and safety procedures in the conduct of physical education activities for special people. The second one is to understand the effect of physical activities on each person physically, socially, emotionally, and intellectually. Three, possessing a knowledge of normal and abnormal growth and development.

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* Related to personnel hiring is Section 503 of the Rehabilitation Act of 1973 which primarily applies to private sector employers. It mandates that "all Federal contractors with government contracts over $2,500 are to take affirmative action to hire and advance qualified handicapped individuals."

Also related is Section 504 which applies to public sector employers and states "no discrimination against the handicapped in any federally funded program or activity."

Fourth, we have to think of mainstreaming in terms of a continuum, as the P.L. 94-142 suggests, so that we must think in terms of preparing people to deal with a completely segregated situation as well as one that leads to a completely integrated situation, and not think of mainstreaming as either a separate class or a regular class, but as a continuum of learning opportunities and experiences. Then we should talk about the steps between a completely segregated situation and a completely integrated situation. I have heard, on two occasions, at this conference, "When do we bring the handicapped child into the regular aquatics class?" Maybe that is turning it backwards. I think the question is, "Under what occasions do we take the 'handicapped child' out of the regular class," and not to try to include, or -- for example, in New York City, what is happening there. Regular physical education classes are scheduled for pupils and when the attempt is make to add handicapped pupils into these regular classes this is a negative approach. It makes the handicapped children feel as if they are intruders. I think it is the other way around. The basis for Public Law 94-142 is the freedom of association. I think it is the burden of the school or the agency to prove why a child should not be in the regular program instead of worrying about when the child should be taken out of the special class and integrated into the regular situation.

The concept and understanding of mainstreaming is the critical thing, and that individuals should be educated to deal with a variety of alternatives, not just separate versus integrated.

In Brockport we have a couple of programs which involve adult handicapped individuals on Thursday night, but it's really a program for adult handicapped individuals. There are roughly one hundred clients, a program that was developed by one of our faculty. There are one hundred volunteers, so each individual client has a college student working with him. We have a unique situation where we have college students to work with.

We not only have swimming there, but we have ice-skating, handball, tumbling, gymnastics, the whole bit. But, in terms of the aquatics, regular college students are in the swimming pool at that time, and so from that standpoint, there is an attempt to integrate. We also have an instructional program; a "Friday morning program," - that involves bringing children who are in the public schools. Undergraduate physical education majors work with the students. Each of our undergraduate majors develops an IEP, Individualized Education Program, as prescribed by PL 94-142,with the children. That is a unique opportunity for students to learn about how to develop an IEP in the area of swimming.

A couple of more things I would emphasize, in any program designed to competencies of people, would be to teach them how to individualize instruction, and secondly, how to integrate. By this I mean; "What are ways in which we can stimulate the interaction between special and regular pupils, or pupils with and without handicapping conditions?"

A few years ago we were trying to integrate blacks and whites in the schools around the United States. The problem very often was that teachers were not prepared to integrate. They didn't understand the language of different groups. It was very difficult, because the pupils were there, and no attempt was made to train or prepare individuals to back this. The same thing is true with combining regular and handicapped pupils. What are some techniques which can be used to stimulate interaction, interplay? Many people think that individualizing instruction is the answer. This, of course depends on how terms are defined, but individualizing might mean a child could be in a physical presence in a class or swimming pool with all the other pupils, but there wouldn't be any interaction or interplay. You need to include programs where there is stimulation of interaction, interinvolvement. Are there any questions or comments? Is there any method worked out to evaluate your program, your preparation program?

In terms of effectiveness I think, in terms of, "Will our graduates, for example, tend to mainstream better than other graduates?" As we develop the program, we are working toward this. In this particular program, we're going from a course kind of prep program to a competency program as you see here. Our undergraduate level will be implemented about 1980, and our graduate program, where we have some of the similar competencies. We do have some data about the effectiveness of being able to do those things, but it has not been used long enough to see how that translates out in the field in terms of their being more involved with the children or how effective they are, and whether greater learning takes place.

Do you see any correlation between these competencies and what a local program might need for volunteer or special agency program?

Those are designed for professional physical educators. I think that when you differentiate a "professional" from a "paraprofessional," this is what you have to do as you analyze those. I suppose some of the theoretical aspects associated with those competencies would be as important for these para-professionals. A good example is that thirty-fifth competency, which deals with a history of special physical education, is not very important probably for anybody except the historian. I think it would [illegible] less important for a para-professional than it would be for a so-called professional.

You referred to various opportunities that exist for your students to get involved. Do you force this as part of the program? Are students required to involve themselves in X number of activities, or is it voluntary? Our approach in Toledo is that we want the students in the field as much as we can get them. If we could turn our program into an apprentice-type program, or a work-study program, we would. Is this your approach?

In our adult handicapped program it is strictly volunteer. In our physical education program we have two options to complete a degree in physical education. One of them, adaptive physical education requires more than the other one.

As I see the issue of personnel preparation in a continuum, the agency kind of setting where the preparation can be an education booklet, a one-hour session; it could be non-existent. It could be in the swimming pool, and that's the orientation, a continuum on training programs that might be one night, one week, one month, and then go to a higher level, or more advanced or more time-consuming training program. Those I am going to talk about specifically are related to therapeutic recreation, and personnel preparation in therapeutic recreation. The first level program is the para-professional training program.

Personnel Preparation for the Mainstreamed Program

Several years ago George Washington University received a grant from the Bureau of Education for the Handicapped to take the seven-hundred-fifty hour program and develop a para-professional training program out of it, but develop our own competency program. When I say seven-hundred-fifty hours, I'm talking about hours. That would be many college course hours. The seven-hundred-fifty hours is field practice. Do you have a program that calls for three-hundred-forty clock hours field practice? It boils down to about a thirty-six credit hour program, plus practice which again boils down to a two-year part-time program. One module is equal to one course.

We talk about para-professional training, about the career ladder. We talk about the entry level of the profession, para-professional. These are about people who will function as recreation leaders, who will actually provide the direct leadership, who will be running the swimming programs, the arts and crafts, the day-camps. They're not going to be involved in administration or higher-level functioning. This is important, because we don't want to be preparing people as the para-professional, AA, four year, and graduate level, all doing the same thing.

As we have defined it, para-professionals are primarily going to do leader-level functions. Our students are coming from community recreation; we have a large group from the Department of Recreation, from institutions, nursing homes, from private facilities, a wide variety of facilities. Our curriculum is a seven module curriculum. I pass out a list of the different modules.

The first module is an introduction to therapeutic recreation in which we go over the historical development, philosophical concepts and professional issues. Secondly, we have a module that may be of interest for our volunteers, in which we combine three things. We go through a quick human development course. Then we go into disabling conditions, and we have many medical experts we bring in - they talk for about two hours. Then there is an hour's work on the practicioners, actually synthesizing and digesting the information for the students and with the students.

In that course we also deal with special populations, people who've been in correctional facilities; the aged, not as disabled but as a special population. That is a module that people might be able to take, and actually do at a YMCA, or any public or private community agency. We provide in-service training. It may be a way to get volunteers interested in doing this as a career, and it may be a reward in itself.

The other modules include one on self-awareness, communication, and leadership. The fourth one includes program planning for therapeutic recreation, and that module deals with how to plan activities, how to program, how to do monthly programs, daily programs, and how to do IT, how to do individualized treatment and evaluations.

The fifth and sixth modules are activity filled. The students actually get one hundred eighty hours of activity, and we have that broken down into two modules. They will actually be working with different special population groups each week in addition to just receiving basic skills in arts and crafts.

Now another thing about this program, this para-professional training, is that ours is actually accredited by the National Therapeutic Society. Any student who completes all the modules will receive a credential. They will apply for registration with the National Therapeutic Recreation Society, and will receive a credential as a therapeutic recreation technician. I am sure the rest of you are aware that insurance companies, schools, facilities are all looking for some kind of credential in some way shape or form. Now anybody throughout the country who meets certain criteria can offer this seven-hundred-fifty hour training program. I'm also the chairman for the accreditation board with the National Therapeutic Recreation Society. An agency can offer this program - it does not have to be associated with a university or with a community college. A Y.M.C.A. could offer the therapeutic recreation training program, if they meet certain criteria and have certain trained staff. All they have to do is apply to the National Therapeutic Recreation Society. They would receive the guidelines on the seven-hundred-fifty hour program, and could actually offer training for people in their community, or they could receive materials if they're interested - sample of the modules.

In our third year, about a year from now, some of the information will be synthesized into mini-modules that could be used with parents. What we publish and how much we just provide will depend on the level of funding we receive. It occurred to me a while ago to ask how many people have undergone some training; who have a college degree in this area in any program that's supposed to prepare you for what you are doing now? How many people do have undergraduate degrees? How about graduate degrees? It is probably of some interest to you to outline graduate training. I passed around a green brochure, which lists all the modules. The blue one - we also have a graduate training program in therapeutic recreation - that's just a flyer on that. I brought several publications on therapeutic recreation curriculum, one from Temple University, and two from the University of Illinois. I have a copy of the guidelines 750 hour program.

I will briefly outline the University of Idaho program and also outline an in-service program for people already out in the field. Basically, the program at our university is similar to some programs at other universities. It is a master's degree program, supported by a BEH in-service and pre-service grant in the area of physical education and recreation for the handicapped. What is somewhat unique about the program is it is a cooperative venture between the departments of physical education and special education. I have a joint-teaching appointment in both departments, physical education and special education. I teach courses to people majoring in both areas. It is good to see undergraduates in both majors enter our master program to combine the two fields. It also includes recreation which is part of the Division of Health, Physical Education and Recreation. Really there are three departments working together.

In our graduate program then we require master's students to be certified before they enter the program, either in physical education or in special education. This is for teaching purposes. If they do not have a certification for a training program, they must make up the deficiencies in order to become certified before they are officially accepted into the program, although they can start on the courses. We do have practical experience as part of the courses that we offer to the graduate students. I teach three courses per semester, one really for the undergraduates called Adapted Physical Education.

This is just for the general physical education majors to have experience observing and working with handicapped individuals. I teach a course for graduate students called Recreation and Physical Education for the Handicapped. Students receive practical experience working with handicapped individuals. I also teach a Special Education class called, "Survey of Physical and Medical Aspects of Handicaps." To get the basic medical information, these people observe and interact with persons who have handicapping conditions.

In each of the classes I emphasize the need to interact with the persons who have handicapping conditions, so they can know what it's all about and more importantly, know, that this is the field they want to enter. Too often people go through a four-year program or a six-year program, and not until the very end of the program do they go out and do their student teaching, only to find, "Hey, this isn't really for me."

One of the areas of emphasis in the training program, really on the maters's level, is to train consultants, people who can be resource persons in the district school. An area we really stress is background information about disabilities. We have to know what is pertinent about these disabilities, to know what might be contra-indicated or what specifically should be worked on in physical activity for that particular condition.

Assessment is also very important. It is necessary to the weaknesses of an individual and are what his strengths are. Therefore it is not necessary to know how to assess an individual, either through reference test, the criterion-reference test, or observation. There are a number of techniques, how to do this. IEP development certainly is very important in the practice of writing up a review. How to determine what's an appropriate placement for an individual. These are some concerns, what are appropriate teaching strategies and materials to use. All of these are covered. When working with individuals, what are some appropriate teaching methods that you want to use with persons either in special class situations or in integrated situations? Students must be familiar with the idea of a continuum of services; you don't have just a dichotomy, providing special class placement or regular class placement with no support services. There must be a continuum, a wide range of options between that dichotomy. It is important to know what resources are available - what books, people, equipment - films. Students should be acquainted with these, so that they can be resource persons out in the field. That is just a brief overview of the graduate program.

I also want to briefly discuss in-services which is the second part of our BEH funded program. We work in in-service training with teachers of physical education, and I hope you notice what I said, teachers of physical education. I did not say physical education teachers. I make the distinction because, at least in some other states, it is not required by law that persons who teach physical education must be certified in physical education. It could be a general education teacher, say an elementary school teacher who teaches physical education, or it could be a physical educator who teaches physical education. Our in-service training has to be geared toward meeting the needs of all three populations. We put on in-service training workshops for districts or for a group of districts. It could be a one or a two-day workshop. Last year there were seven workshops in the state of Idaho. This year we will probably have two or three workshops to meet the collective needs of several districts. That's not really the most effective way of providing them the information and skills that they need. We find that providing on-site consultation is more valuable. So I plan to make arrangements with the districts, as I have done some already, to the school itself or to the district and spend an entire day or a couple of days there, observing what's going on, giving them some suggestions as to how to develop an adapted physical education program in their school or district. Many schools do not have any kind of adapted physical education program, and have no idea what it is, let alone having some kind of a special aquatics program. They've never had any kind of adapted physical education program. I will be going there to give consultation, and perhaps make some arrangements whereby I will be doing some assessments of some students. They don't even have people qualified to do assessments of students who are handicapped.

When I get people trained as consultants, people will be able to take over those functions so that they can train other teachers in their district who can be resource persons in assessing. First I have to get things started. State schools and hospitals, to provide outside consultation, so that they can develop further their adapted physical education and recreation programs. State schools and hospitals tend more toward recreational programs rather than physical education programs.

Last June there was a national conference on in-service training in physical education up in Oregon State University, and if you write to Dr. John Dunn, at Oregon State University, perhaps he will get those proceedings published. A number of nationally-recognized people were there. At the University of Idaho we have started developing an adapted physical education program which provides one of the practical experiences for our students. It's an instructional time for them where they can be involved, for instance, in aquatics.

If you have several models here, at the university level at least; it has not left much time to talk about agency or other opportunities. I'm going to very briefly refer to other opportunities that I know of. These exist through the YMCA Swimming for the Handicapped Program, and you're well aware of the Red Cross Adapted Aquatics Program. These are two opportunities for people who are not university oriented or persons who have gone through such preparation in other areas to get involved with aquatics. The objective of Project Aquatics Mainstreaming essentially is to identify models that will allow or facilitate implementation of the mainstreaming concept, especially as applied to aquatics.

What are we looking for in retraining?

The comments that you had about going out into the classroom are excellent. You go into a workshop like this. There are some teachers that came here expecting that they were going to get all kinds of ideas and go back and put them into the programs . . . and for them they probably would not have filled their needs. When you go out in a class actually working with their students, you can help them address the idea of becoming involved. People are really looking for these types of activities. The conversation that we had earlier about therapeutic recreation, adapted physical education is not important. The importance is whether we are meeting the needs of students, interacting. I think the therapeutic recreationist gets more involved in life services outside the school system. Adapted physical education provides the same type of services within most of the system.

Personnel Preparation for the Mainstreamed Program

One other point is that no matter what type of program you have, it should involve the medical profession. Medical societies are instrumental in the success of your programs. If you can involve them at the early stages, you have a live support, and you gain a great deal of support ultimately. They are individuals who make the diagnosis, and then the therapeutic recreationist, the adaptive physical educator - they are specialists in their respective areas.

Each individual must know his place on the team, and how to use the other people who are involved with the child. While the physician may not get involved in the activity at your level, the child comes to you through the physician. The physician must play his part as you then play your part in going back to consult him where necessary.

Volunteering

What about the volunteer?

Basic to my program is letting people know that without the volunteer, I do not have a program, because I believe in a one-to-one situation. And I have stressed that at small group meetings, Rotary Clubs, Lions Clubs, churches. I will go anywhere and everywhere. I'll speak at any time, day or night. I put the need for volunteers in writing in the hand outs, and then verbally. When I see them in coffee breaks or call them up on the phone I say "We need you. You are vitally important to me." People are made to feel important and reinforce this when I get there. Volunteers have to fill out an evaluation of what is happening in the program, at least every other week, preferably every week.

Our experience has been that teaching the parent how to teach has a much more lasting effect in that they will either keep coming back to your program or come to a free period . . . and teach their children.

If parent and child are working together, reinforce it from the beginning. Sometimes that might be the only approach to get a program going. In order to get sufficient volunteers for the program, you may have to align the parents.

One point in working with volunteer groups is that if you make the class period a short class period you will get a better result than if you make it sort of a never-ending kind of thing.

In our program, we have parents who are volunteers. They do not teach their own children, they teach others. They are involved and when you get them involved personally they're a lasting support to the program.

One of the best sources of material I've seen comes from industry; how do you motivate people to stay on a production line, etc? Look at some of the personnel training programs and see how you motivate staff to stay on the job, to grow, to produce more, and most of these things will come out. Why do you think the local real estate company has its employees -- the outstanding salesman of the month -- in the newspaper with a photo - and this sort of thing? It's clearly to motivate people. I think the situation that I have worked in that has the least tangible reward for a job well done is the education industry. I really think that we do a lousy job at rewarding people and keeping them interested in their jobs.

Just another thing too. My training in the Red Cross has led me to push the volunteer into the limelight and not take it all myself. If you call some one to come down to work, you may have a volunteer take the person through the facility and explain the program, but you be there as the person to greet him. This will bring him back, because he will think it is his program. Let it be his program.

I think there's another consideration, in addition to all these, and that is that certainly the volunteer as well as the professional provider of services has to have a positive feedback in the experience they're working in. If you have a volunteer, and the program is for severely and profoundly retarded individuals, who say "Hey, that's not for me," I think it's important to emphasize to that individual that he should not feel guilty about not wanting to work with the group. Then guide him into another program. The individual might like to work with senior citizens.

Many say, "I don't want to work with moderately retarded; they're too close to normal. I want to work with severely and profoundly retarded."

We should find out what the volunteer wants to do ahead of time, so that we can more closely match them to an experience that they are going to have a positive feeling about. If a person has a positive feeling for a program, that is going to be one of the greatest retention factors.

I think it is not only the consideration of the kind and degree of handicap but also the age. Many young parents often do not like to work with young children. They would rather work in a program where they work with another thirty year old adult or a teenager or something like that. We must communicate to the volunteers, that they can work with a varied age population!

Are there any other issues regarding this whole involvement with volunteers? I think this has come up before earlier when we were discussing this on the college level, that you have to provide an orientation program for the volunteers, one that will prepare them for what's coming - the worst things that could happen to a group of people. They must know what to expect, because if somebody throws them into a situation that they cannot handle, that will be the beginning and end of your program. You must have a full aid orientation program before your program starts. If a volunteer bring another individual is he going to want to work the first night? Does he intend to start the very second session? There should be a warm up session for new volunteers.

One last area of volunteers are the disabled individuals themselves, from various athletic associations in your city, wheelchair associations, or sports programs and they may or may not have the experience in aquatics. There are some other issues that we didn't look at there. One is actually providing mechanisms to help the volunteer, checklists and things like that.

After we get them in the program we will talk about retaining them. Our school system sends home a response sheet. Parents are asked to volunteer for something in which they're interested in. It may not be aquatics, it may not be physical education. Many parents get involved in all our special programs. We use a personal approach. They will come in and see a good program led by some paid people, and will want to come in and offer help. You can always say to them, "We can handle three more children if we have one more volunteer."

I am trying to pinpoint the motivations. You mentioned a couple of things, a sound program, and trying to impress people by the program they serve. Parents who have a high degree of ownership on a program like this will come down and help with the kids as a volunteer.

And there are other subtleties there, such as an instructor buzzing in a parent's ear, or the program director doing some subtle coercion.

I've had a great deal of experience with people who walk in like that and present themselves. I think generally there is some wooing involved.

Judy has talked in terms of the school system on Long Island and many other public schools, where they do what is called "long-range sensitivity training." The high school youngsters are given the option to leave the school early, not at the end of the day, but it could be in the morning or the middle of the day, or toward the end of the school day. The students get a great deal of satisfaction out of it, plus the fact that they get credit toward graduation. The activity has to be approved and evaluated by the elementary or the junior high school teacher in special education. Youngsters also go to local hospitals to work there toward credit during the school year. These youngsters, when they go on to college or beyond college have had this activity in high school, and will want to continue this sort of voluntary activity.

One of the things that we may have to pay attention to though, is as we mainstream and focus on a goal of mainstreaming, is that we are probably destroying one of the strongest motivations for volunteers that there is, and that is that they are a very special person, a very special population. You are segregating to motivate that person to participate, and when you mainstream, you're saying, "No, you're not a very special person." In fact you are part of a process that has all of the frustrations connected with it that being a parent has. The more successful you are as a parent the quicker you are going to go out the door. Children become independent, self-functioning and every parent has to face that. Here we try to reach out to draw in a person without some of the traditional motivations that we had in the volunteer program associated with Special Olympics and others. If we do not have that kind of motivation we really have to look at different sources for volunteers and different types of motivation for those volunteers, not only to bring them in, but to sustain them through that emancipation process, if we're going to mainstream.

Where are volunteers found?

We have a parenting program in our high school, and we are able to have our volunteers for that program. The children were brought down from the high school to the YMCA for a half an hour period of swimming with pre-school children. They were mostly retarded and did not have physical disabilities.

We asked the participants of the parenting class of the high school if they would be willing to take off from school and come down to our Association and work with these retarded children who were three, four and five years old. They were most happy to do it. We were evaluated by the school, and the teacher and principal would come in and monitor a class to see the students hanging around the locker room. It worked out very well. We also went to a state college and went through the admissions office. We had some names given to us and we contacted the young people who also came. We had work-study students from the college who came down to work with our retarded and physically handicapped people.

We've used the Red Cross as a vital volunteer source to our program. They help us in the training programs and things like that and I imagine the YMCA has similar record and gives us sources.

In Idaho we have something like Volunteers of Moscow. This is an agency funded by the United Way. It is really for getting a person to be a friend to somebody else, to take him out to a recreational activity or just socialize. Some of the people who continue on as volunteers might be willing, if you were to contact them, to become a part of your agency on a more permanent basis, or on a longer-term basis. If you're moving to mainstreaming, perhaps the best source of volunteers in your program might be people who have gone through the program. I am assuming that probably the most rehabilitated people in our society become habilitated through a process of helping others, for example, the alcoholics anonymous. Part of your re-entry into the mainstream occurs because people who are further along in the process reach back and help someone who is not, and by doing that, he becomes more mainstreamed himself. It is part of the growth process. We cannot continue to do things for the handicapped people. We must encourage the process that helps them to prepare themselves.

In Scouting organizations, the boys look toward Eagle Scouts, where they need to work in a community service to get their merit badges. In senior citizen's complexes there are people who are sitting around, relatively useless, who need something to do and this is a viable program for them. Many will need transportation but there are dozens of them.

I want to just mention one thing please. My YMCA has a volunteer program. You work one hour a week and you get to use the facilities for one week, steam room, sauna, everything.

This is the pay-off process, the same sort of thing that we use in encouraging the high school student and the university student, to do something for credit, but in the process helping his preparation for his vocation. The question I had, and I want in the interests of time a yes/no show of hands. How many of you have successfully used the media in recruiting people? You who have used it haven't been successful. That's what I mean by a no answer. I have mixed feelings about it. I have tried and really have been unhappy about my efforts. Often more goes into the promotion than I get out of it. A personal approach in establishing contacts as far as I have been concerned, has worked much better. When we have the volunteer present, what's the minimum we need to do before we let him loose with the children or others in our program?

In the institution where I am we train teachers who are not water-safety people in basic water safety. I make a presentation right before they start.

Ours is about the same. The only difference would be that we assign a volunteer to the student. We ask the volunteer to spend a couple of hours a day individually in the classroom before the first session. We have a half-day in-service and the volunteer gets to know the student and there is a supervisor who coordinates each session.

The volunteers do not have to go swimming - all they have to do is get the student dressed, get them in the water, play around with them for a while at the end of the session and then enjoy it. They have three to four hours of orientation before they can get into the program. Before each session they are asked to show up twenty to twenty-five minutes before the class starts. Five or ten minutes of that is further orientation. This is followed by a discussion of what is to be done that particular week.

Our YMCA is getting into the adult physically handicapped program so we are putting in a second pool. To be part of the program, if you want to use our services, then you have to have clearance indicating that you can use them. (As you should for any program). If it is an open recreation class to which anyone can come, that is a different legal situation again. Liability is different under the different sets of circumstances when you call it recreational therapy or therapeutic recreation as opposed to actual therapy. If it is called therapeutic recreation, those working have to be personally, professionally registered with the National Therapeutic Recreation Society, and they can get malpractice insurance if they desire. If you decide to offer a general or specific kind of therapy program in your pool and you do not have someone who is accredited as a therapist either generally or specifically in the thing that you're offering, then you open yourself to the possibility that if something does happen, then the court would find you negligent for offering a program for which there is not appropriate personnel. But in actuality, you may be doing exactly the same thing in a therapy program as you do in an instructional swim program, or in a general recreation program. Even though you are doing the same thing, you have called it different kinds of things and thereby brought about the legal liability. Be careful what you say!

You could use volunteers to assist. We have a corrective therapy clinic, for example, and we use student volunteers, graduate students and other students needing practical credit, and we have one person directing each session who is qualified, accredited and so forth. There would be no reason you could not use volunteers, as long as you defined what that volunteer was to do. In a more intense program for which you are charging more money or perhaps making greater claims, you have to be very much more careful about what you do. If you have a Red Cross certified swimming instructor working in your pool, National Headquarters protects everything he does in that water. It's my responsibility as the instructor in a special program if I use volunteers, I need to train them. I have to train them according to Red Cross directives. Once that training is done then you are protected from anything that happens.

Someone asked how do we retain volunteers once they're in the program? We have a big turnover of volunteers. I can count on a student one quarter in my program. He is there while he is getting credit for doing it. I would say I get no better than ten percent returns from that volunteer without getting some definite credit. Now your situation is quite different. What do you do to keep volunteers in your program?

We had a program in Michigan for eight years, every single Thursday night. I had over thirty volunteers. I used the evaluation process to let them know that they were a vital part of the program. They were given a pizza feed once a year. The biggest thing that brought them back was that they were able to swim at the end of the program fifteen to twenty minutes. I was personally involved with them. I didn't say thank you every six months. I cared for them. I showed them I appreciated them. I climbed into their heads and they climbed into mine. These same people came back for eight years with no problems. Unless they were out of town or ill they came every week.

We're from a YMCA that has about four hundred volunteers in various programs. Part of the staff's job is to be on the floor talking, doing some of the work, showing recognition for achievement. There is an annual dinner for volunteers. We give out plaques to three or four hundred volunteers. It is the evaluation and recognition that may make the volunteers feel it is worth while. Others volunteer to fulfill their needs of being a responsible, caring person.

At the end of the program or midway through we have either an evaluation or a form to fill out so people can see what they are doing. The volunteer checks on the student he's working with, evaluating his progressions and discussing the growth process with his volunteer. The volunteer is an integral part of the program. The form goes to the parents, to the doctor. It shows what the volunteer thinks of the student.

Some of the more successful volunteer programs I've seen at the agency level started with a type of volunteer coordinator, and their primary volunteer service was not hands on but they provided the liaison and helped to smooth out some of the problems.

Recognition, by way of the plaque, is important, too. We do have a little get together, usually at the end of each quarter, with our students and volunteers. That is very reinforcing, even though the volunteer is only there a short while, to recognize that he did something, often beyond the line of duty support. That comes once a year or every six months. For moments when volunteers feel what they are doing is not so important, you need to let them know that others think they are doing a great job.

I had the students in my class who are involved in the adaptive aquatics program keep a journal of their feelings about interacting, people they were working with, as well as the activities they were doing. Thus they could tell me what they were thinking, and I could give them some feedback about what was happening with them. It is relative to the individual himself working with the persons who are handicapped, and they share some good ideas with me about how to improve my program.

What are the job opportunities or motivation for taking a life saving program? Will it help to get a job?

Well, they would be qualified for a therapeutic recreation leader position, and could work for the local community recreation department, the YMCA, a nursing home facility, anywhere that they would be providing direct recreational services to special populations. They are recognized in the community just for that certification.

Is it sort of a credential?

I'm not saying that. I don't have data to say that agencies will hire someone with this training who has an AA degree, or a four-year degree, but with our experience right now, out of a class of twenty-two that we have, 95% of them are employed at that level.

Now, as we finish off, I just wanted to make one observation. I notice that there has been as assumption that an individual who has come out of the undergraduate training program, doesn't need his orientation on the job. Don't believe it. There still has to be, even for that individual, the basic orientation to the position, and that should be done by someone in authority. And then it is to be hoped that he was prepared well enough to go ahead and do the job as he was trained, do what is expected of him, with frequent opportunities for in-service training.

I'll ask Joe Winnick to lead off and review the professional preparation one might expect to go through in this area with which we are concerned.

At Brockport, as one example, we have two options for pupils; one of them is that they take the physical education, and another option is they are not required to take it. In that program we do have our students working with children with handicapping conditions. They develop IEP's. We also have a program for adults in which they volunteer to work with people in our program. We do not have a course entitled adapted aquatics but we do use swimming as one of the vehicles of preparing for some of those competencies that you were describing.

In the last session I mentioned that we did a little research study because we were interested in competencies that were necessary in physical education, the mainstream approach. These were the things that administrators, graduates in physical education, the people that are in higher education around the United States thought were the most important competencies for individuals if they were going to mainstream programs. The first one was understanding and applied first-aid safety procedures. We do in-service education around the state and after doing the survey we designed our in-service program around this survey, and eventually came up with a manual of the kind of in-service that we were offering. It is called Physical Education In-Service Resource Manual for the Implementation of the Educationally Handicapped Children Act P.L. 94-142. We have discussed what mainstreaming is, given a little background on the law, how to draw up an IEP, how to individualize instruction and shown techniques combining regular and handicapped populations. We have discussed assessment. We try to identify some relationships between handicapping conditions and performance in physical and motor activities.

Some of you might be interested; this could be a subject to look at. You can write for the manual. It does give a little background on some of the mainstreaming concepts, suggestions on how to approaches.

The second thing that these people thought was important was understanding the effect of physical activities on physical, social, emotional, and intellectual development. Now this is for professional physical education majors. I'm not sure this would be as important to the paraprofessional as to the professional physical educator. Then the third one is: Understands normal men, normal growth and development. The idea here was, "What are some relationships between handicapped individuals performing."

There are thirty-five items on this survey, and I just mentioned to you the top three. The thirty-fifth item was understanding the history of special physical education.

With the trend toward competency-based programs and a growing interest in field work, you might have noticed that this manual is typical of that trend. The program I'm involved with is very much tied up with a competency-based movement. We insist the students go into the field in just about every professional course. We have a field-experience requirement, and our faculty is committed to this very strongly in adapted physical education. I cut two hours of lecture, and I now require a minimum of four hours of field work in addition to other out-of-class assignments, so the students are very much involved in the field. I think this is what is going on and is of a positive nature through the physical-education approach to adapted programs.

Another way potentially to provide aquatic experience would be to use the therapeutic recreation specialists. They could be trained on the para-professional level, the two-year level, the four-year level, the graduate level. There is a three-year program that was developed by the university and a four-year program that was developed. The project for which I'm responsible is a para-professional training program. It is a seven-module program.

Many agencies can offer, potentially offer, this para-professional training. It does not have to be associated with a community college or university to be accredited with the National Therapeutic Recreational Society.

If anyone wanted more specific information about accreditation they can contact the National Therapeutic Society. It's important not to confuse and use registration and credentialing synonymously. They are not. Registration is simply a list. Certification means there are certain standards that have to be met before the individual gets certified. Credentially means meeting criteria before being admitted into an examination of some type. There is a tendency to use registration and certification interchangeably, and from a legal standpoint they are not.

The problem is though that in a document put out by HEW the work registration is actually used.

There are some other interpretations there too, and we can come back perhaps to that, because I'm sure this will come when we're talking about rewards. I think some sort of credential does tend to become a reward. We will look at a typical graduate program now.

Some graduate programs are not tending toward the combining of physical education and special education. California is in that same direction also, and I am sure a number of other states are doing that. Some programs are also putting recreational training and physical education and special education together, so what you're really getting is people trained at the graduate level to be resource persons or act as consultants for schools and school districts, more than just providing direct service to individuals. They are acting as trainers for resource people to other teachers. These consultants will be going out to and providing the in-service training in the districts that they work with. That will relieve some of the load that those of us at the universities have had, so that we can train consultants to work with the districts and provide training to the other teachers. These consultants should have competencies. The first is that they should be certified. They should also move right now toward having certification for adapted physical education specialists. Some states may already have such certification.

New York had it twelve years ago, and just as the peak of interest came up they dropped it. When they were asked why they dropped it, they said that nobody was applying for it. California has had a certification, what they call credential, in remedial physical education for physically handicapped minors for years, and they are moving toward a broader adapted certification.

In terms of competencies, certainly it is important that these people have practical experience in a variety of situations; aquatics would be one of those experiences; so some universities are establishing adapted swim programs at the university, where they can not only provide instruction in swimming for students from the public schools, but it is also a training situation for university students. There is such a program in Idaho. Other universities may have a similar program. I'll just run through this booklet and name five or six competencies. These people should have background information about different impairments, so that they are familiar with what should be done, or what is contra-indicated in a variety of activities, including aquatics. Always they should consult a physician. They should know how to assess an individual, both his strengths and his weaknesses in order to develop program goals and objectives and work toward them. They should know how to develop an individualized education program and to develop the goals and objectives and how to plan for them. They should know various teaching strategies that would be appropriate in the various situations, and be aware of materials, equipment, and resources that are available for use, resources that include people, as well as books, magazines, articles, adapted equipment and the like.

This is a brief outline of some of the competencies.

Aren't a lot of these things possibly a reflection of basic approaches in professional preparation? Our preparation programs are aimed at teaching activities, not teaching people. I think if our emphasis was on teaching people, then no matter what the basic area of interest or focus was, it would be possible to make those adjustments to individuals of different age groups. I don't think personally there's a need to differentiate between an elementary and a secondary school physical education preparation, if its approach focuses on teaching people, not activities. We need to know the degree to which specialists in all areas: adapted physical education, adapted aquatics, therapeutic recreation, creates the very problems that we're talking about. Despite mainstreaming legislation, philosophically, how much is the specialist tending to pull away from rather than be a part of the real mainstream, looking at it in terms of professional preparation instead of having an undergraduate adapted physical education course, having units or modules integrated into regular programs using the specialist who has been teaching that course not as a specialist to teach that course, but to team teach with the individual who is teaching kinesiology, who is teaching facilities, and teaching these other areas, so that it becomes really a part of and not something apart.

That sounds good in theory and I agree with you, but get into college faculties and say to the person teaching exercise physiology or kinesiology or a basic course, "Deal with this or deal with that." They will not deal with it unless they have an interest in it. I think it is important to combine them and if you have a situation where they are going to do this, that is fine. However you need a person with a primary interest with a special module to pursue that. If university X has a non-adapted course, now that person becomes the one to initiate much of this. He is the one who goes to the individual kinesiology or exercise physiology or facilities or test and measurements, saying, "I will handle this module within the course."

Now, I'm surprised you didn't mention what many people mentioned as a problem and that is the university administrator who says, "When you're teaching that course by yourself it is very easy to get the three credit hours straight, the contact hours, but when team teaching is used it makes it more difficult." My contention is that if the universities are going to meet the needs of people in the field, they are going to have to change. I think this is the reason that increasing amounts of BEH funding have gone to special projects and to school systems for personnel preparation, I mean for in-service preparation.

It is a very fascinating area to try to get other faculty to try to deal with your particular area. I have been involved -- I get the feminist ones to talk about 509 and another person to talk about his thing, and I go over here and they want to talk about something else. That is very difficult. I think you're right. Many people are willing to do this kind of thing but I just do not think it can be done 100 percent. If we do not have the specialist in P.E. or recreation I'm afraid no one is going to be an advocate for anything.

I don't think it's a question of doing away with the specialist.

I think it's a question of changing the roles -- changing the role of the university this way. Certainly at the masters' level you need continuation of the specialty. In the public school it is the role of the specialist. The problem there is that there's not a state in the country that can reimburse an LEA for a resource specialist of that type.

Idaho provides 80% funding for special education personnel.

The resource criterion for reimbursement in most states is based on the number of children they work with, even if their major, greatest contribution would be in terms of working with teachers. As a school administrator, I'm not going to throw that away because I'm looking at the budget, and that is the way we go, even though another way is better. Some school systems are using flow-through funds from the local level, because it certainly is a legitimate use of flow-through funds.

Another example is Sydney Teachers' College, Sydney University, a selective institution. It used to select its physical education majors on the basis of academics, demonstrated physical ability and interest. They have absolutely eliminated demonstrated physical ability. The selection is now an academic basis and demonstrated interest by way of previous participation in programs such as involvement with Red Cross, YMCA program, and so forth. Supposedly the result is a far better product than they have ever had in the past, far more interested students, and so forth. I think that is the direction we should be going. The focus is different from that of the U. S. It is apprentice or field-oriented preparation.

Let's quickly look at other opportunities outside of institutions. This is not to imply that these opportunities are not available also to people who have come through the baccalaureate program. Many of them will be very useful for preliminary training and also in-service training. I just want to refer to them because I think there are more important things to do. We are fairly well aware of the Red Cross program. The major capsuled programs that would be of interest to us would be the water safety instructor which leads into the adapted aquatics program or the YMCA program where specialist instructors are trained. We've also seen some material produced by the AAHPER Council. Many institutions are using it as guides in their thinking and preparation. I heard reference this morning to a program the Special Olympics Organization is working with and which they are considering taking around the country. Can you give us the thrust of that, Dr. Stein?

They have two projects. One is a material-development plan for developing instructional material for those events that are used in Special Olympics. It would be in many ways similar to, say, the kinds of things that are done in Project I Can except that they are not going to duplicate other materials but will pick up where those leave off. They may go into activities that "I Can" has not dealt with. The second is a training grant to take these materials and I imagine use the master trainer spin-off multiplier effect, using the Special Olympics Organization as the structure.

THE MAINSTREAMED INSTRUCTIONAL PROGRAM

Pool Demonstration Held at the National Capital YMCA

Robert J. Orozco - Presiding

Panel

Kermit Allen
Jerome Brocks
Roy Fagin
Marjorie Murphy
Louise Priest
Kathryn Sallade
Julian U. Stein

Consumer/Participants

Carol Albrecht
John Williams
Dan Winchester

THE MAINSTREAMED INSTRUCTIONAL PROGRAM - National Capital YMCA
8:00 - 12:00 A. M.

Louise Priest: I am going to throw out a question and I would like John Williams to respond to this one. It is, "What do you think we are doing right in our programs?"

John Williams: You are introducing adapted aquatics to everyone.

Louise Priest: People look at cerebral palsy as physical disability and infer mental incompetence.

Dan Winchester: When I went through the special education system, from that to a semi-regular high school and then to Columbia, I always managed to fight that kind of a stereotype. Many people become very uncomfortable with someone who breaks it. I'm fighting against an American tradition and have already broken it. Now I want to break into the field of developmental psychology. The old stereotype still persists. The last thing people often want to see is a disabled person being a professional, equal or sometimes better than they are. Part of the problem is that professionals want to keep the disabled clients. If the clients become professionals then there will be fewer clients to serve.

Louise Priest: Dan is a doctoral candidate in rehabilitation. Carol, your education has been in special education?

Carol Albrecht: Elementary education.

Louise Priest: Would you like to add anything to what Dan has said about the role of the disabled person as a professional?

Carol Albrecht: When I went to look for a job, it was suggested to me that instead of putting cerebral palsy on my application, I should check "mobility problem" then put, "Will explain in interview." Cerebral palsy has many different connotations all the way from minimally disabled to very severely disabled and very severely retarded. If a person has met one C.P. person, he stereotypes every person. People forget that each person is an individual with a physical or mental handicap.

Dan Winchester: It is very difficult for most people to realize that every person, whether C.P. or not is an individual in his own right, with different potential, and different capabilities.

John Williams: In a training course to be a vista volunteer they asked us, "What do an envelope, a swimming pool, and an ash can have in common?"

Louise Priest: What do they have in common?

John Williams: They are things and they hold things. What does the disabled population have in common? They are people, and they may or may not have a mental disability.

Louise: Looking at individual differences and individuals as individuals is such a hard thing. One of the reasons is the concept of perceptual set. Each of us has our own perceptual set about each little subject matter and thing that we have experienced. Experience is what builds your perceptual set. In our society we have a kind of perceptual set about motherhood and apple pie. We have a certain perceptual set about divorcees. We have a certain perceptual set about physically disabled people. No one individual fits a stereotypic perceptual set. We must help fight against it.

Some of the disabled groups are doing a very good job of fighting against it. Are you familiar with the DIA, Disabled in Action? There is an interesting group called WARPATH -- World Association for the Removal of Prejudice Against the Handicapped; PUSH -- People United For Self Help. Disabled individuals are becoming very vocal about their rights to be considered individuals. They're asking for what we already have, the right to be considered as individual human beings. My second question is: What do you consider we're doing wrong?

Dan: I do not think there is enough awareness of what adapted aquatics is in terms of putting it within the framework of existing programs, WSI, or whatever. Time after time I've had to explain to people of all levels. There is not enough awareness.

Louise: When we were developing the Red Cross adapted aquatics textbook, we had a meeting in D.C. We were discussing the name of the book. In the eyes of many people the word "handicapped" is derogatory. It is a stigma. If we called this book "Programs for the Disabled," ten years from now maybe "disabled" would be a derogatory term. The use of "impaired" was discussed, but it was felt that in a few years people would not like to be stereotyped as "impaired". Instead of using the word "handicapped" or "disabled" or "impaired" we called it Adapted Aquatics. This took the emphasis off of the individual and put it on methods. We adapt our methods to meet everyone's individual needs. Many people don't understand what "adapted" means and we have to explain. Also, in regard to awareness on the part of the regular WSI or anyone else, adapted aquatics has been a segregated program. When the WSI course is revised we are going to incorporate one unit which is an introduction to adapted aquatics so that every WSI and BSI who is trained will have at least some exposure.

Dan: Apart from that, I think you are doing a good job.

Louise: Carol, what do you say?

Carol: Well, I really wish that I had had more swimming training. I am talking about as a youngster, even. I had some, and it is fun to get in the water and putter around, but not all the time. I enjoy instruction much more so I can develop to my full potential. Somebody says to me, "Come and join us in a swimming program for the handicapped, or whatever," and we all just jump in the pool and swim around on our own -- I can do that on my own. I would have enjoyed more training.

Louise: What you want is either what we could call an instructional or a developmental program?

Carol: Yes, although I have to admit that a recreational program on a regular basis is a different kind of thing to handle. As a youngster I lived a half block from a pool, so I could go swimming every day, twice a day many times, during the summer. Once I moved away from that pool, since I don't drive, that was the end of regular swimming experience.

Louise: Then there are transportation needs to be met and we may not be meeting them adequately in some instances.

Carol: Yes, any person likes to go bowling once or twice a week on a regular basis, so any individual, handicapped or not would like to go swimming once or twice a week on a regular basis.

Louise: Transportation is a need we're not meeting and should.

John: You have to trust the handicapped and take their advice. Once, on the bus, my foot slipped and the bus driver literally hugged me. I knew what I was doing and could have recovered. He did not know what I needed, but he made me do it his way, and his way may not be my way. It's the blind leading the blind.

Louise: Dr. Stein used to say, at meetings, "Whatever you do, of all of your staff people, fifty percent should be disabled people." I think I have some empathy for disabled people, some understanding, some comprehension, some love; but at first I thought, "What if we don't have fifty percent of the people who are competent. I want competent people running this." I have changed. I have redefined competency. I have redefined ability. I have redefined knowledge and ability to communicate, and I have learned that I cannot do half what these people can do in changing the attitudes, in changing the perceptual set. Dr. Stein says that sometimes it's better not to know, because when you get knowledge it soon gives you perceptual sets which are quite often wrong. I now agree with Dr. Stein that there should be at least fifty percent of our staff people who are disabled. Anytime you do a workshop, a training session for volunteers, for your cohorts, for aides, you have made a mistake if you don't have people on staff who are handicapped.

Harry Cordello helped me with a session in San Francisco. It was a simulation session, where we were blindfolded and pretended to be blind. Harry is blind, and I led all these blindfolded Red Cross pros into the pool area and introduced Harry as their mystery instructor. They did not know he was blind. For forty-five minutes, Harry led them in an activity session in the pool. He had them swim up to the deep end, swim back to the shallow end, swim back to the deep end, and do a series of bobs, climb out, dive in, go back to the shallow end, form a circle, and pass around some things for which they were going to dive, and bring them up. He talked about five minutes about the problems of blind people, because people think they cannot do anything. And then, he said, "If you would like to take off your blindfold you will understand why I was introduced as your mystery instructor. You will find your instructor is totally blind." In one minute, they knew that their perceptual set about blind people was totally wrong.

Dan: I did exactly the same thing at a swimming test in adapted aquatics. I was asked to give a lecture, so I gave my usual stuff, and I went through two speech patterns, my good speech pattern, and my bad speech pattern. I started with the bad speech pattern. They couldn't understand. I said it with the good speech pattern, and they could understand me. I brought them out my education credentials. That destroyed their perceptual set about a very severely disabled person. I did the same thing when I was at another conference that I organized three years ago, when I was an undergraduate at Columbia. At that time there were two hundred professionals, some from special ed, some from psychology, and some from others. They knew most of the textbook, but then when we got to the other part, I blew their minds.

Louise: Textbooks are important, but there is no substitute for face to face communication. I read an article written by a quadriplegic about the problems the disabled have because the AB's (the ablebodied) will not look them in the eye. In our society, quite often children walk down the street with their parents, and if there is a disabled person there, the mother will say, "Don't look." This quadriplegic felt impelled, as a disabled person, to help the AB's overcome that. When he met an ablebodied person, in the first minute of conversation with him, he would try to say, "I'm a quadriplegic as a result of a diving accident." By doing that he broke down the barrier, and the person could then talk to him.

Dan: I am not sure that's the right approach.

Louise: For him it seems to be. I wondered if it would be for everyone.

Dan: His statement evokes prejudice. Perhaps prejudice is too strong a word; something close to it. By saying, "I'm a quadriplegic because of a diving accident" some good may have been done, but the question is, "What happened after that?"

Louise: I gather from the article that the way he handles it is that he goes right on with conversation, then with a verbal interchange which might minimize that pity. I think your point is valid, Dan. What happens after that initial statement is critical.

Carol: People often have pity, but also, if you start talking to a person, that might have broken down the barriers for him, because he was a quadriplegic as a result of an accident. What do I say, "I'm a C.P. as a result of premature birth?" I've told my parents several times, "I think I'm going to change my disability. I'm going to become a polio victim, because if I say to them, 'I'm a polio victim,' there are no problems there. Everybody knows that polio is a normal occurrence because it is caused by a virus, and it doesn't affect this, that, and the other thing. So I would like to become a polio victim!

Louise: That would be a different perceptual set and probably easier to deal with.

John: You can see all disabled people agree on everything!

Dan: We all have a common experience because of the nature of the disability. Each person differs.

John: It all depends on the visibility of the handicap. I'm thinking mainly of the epileptics. They have a completely different problem from what we do as CP's.

Louise: Yes, visibility is critical. (tape turned)

Dan: Not only visibility is important, but it is a two-way street. It is the way the disabled person feels about that disability, and also the way the ablebodied person feels about that same disability. For a long time I have felt very comfortable being the way I am. I have reconciled myself with that for a long time, but I know quite a few who have not reconciled themselves to the fact of the disability. It's difficult for a normal person to approach me and see who I am.

Louise: You do not look like a PhD. candidate.

Dan: Because I do not conform to people's expectations, I very often have to be more aggressive.

Louise: I think that aggressiveness is very good really, because it helps us change our perceptual set. The other thing I was going to bring up a while ago is that I hope that we will remember the vital importance of face-to-face communication. We need to provide it to ourselves, to the people that we train. We will never change attitudes as long as we forget that we are creatures of communication. We must establish a basis for communication with every individual with whom we work, whether they are disabled or non-disabled, and I have treasured the communications we have had this morning.

Pool Demonstration - Margie Murphy

After Demonstration - Question and Answer Period

Participant: I had an observation this morning. I found myself listening more carefully to what was being said. I find that our society is such that we do not take time to listen. Any of us who have grown up in a home or in a community that parents do not speak the normal language are trained in that manner. As well as listening to John and the other participants, I found myself acutely tuned in, and I want to ask John a question. He related a situation where somebody was trying to teach him something that really wasn't practical for him. Did you have an opportunity to come back and say, "That doesn't work, but this might?"

John: I was resenting the bus driver because he picked me up.

Participant: I don't know how many of you saw "A Little Inconvenience," the television show. It was an excellent example of what Bob has just brought up. The method for teaching a young man, who had lost a leg and part of an arm, to ski had been worked out scientifically according to physics and engineering, and it didn't work. The comment that the man who was trying to learn made to his instructor was, "When was the last time you skied on one leg?" The instructor tried to ski with one leg tied up behind him, and he found out that the scientific approach was not right; they were trying something that was completely backwards. They were trying to use the outrigger in this case as a second ski rather than as a stabilizer. If you know how outriggers are used, they are used according to the same principle as the training wheels on a two-wheel bike. Once they made that approach, then they made progress, but it was the individual who was responsible for finding a technique that worked.

Louise: Once I learned how to teach a boy to roll over only after I got in the pool and put myself within his limited range of motion and tried to figure out which way would be easier for me at that point. I think that it is necessary to put ourselves in another's place to see what is best. There is no one best way suitable for everyone, and we must individualize what we do.

One of the things that we know from the studies on attention and communication is that in normal conversation, and also in listening skills in this kind of a situation, quite often, people only hear about the first eight words a speaker says. Then their mind goes to their reply, and what they are going to say in answer to you. Some people never listen -- they only talk. Some one, perhaps it might have been Will Rogers, said, "When you're talkin, you ain't learning nothin." We need to work on attention and listening skills.

Participant: When I've worked in programs for special populations, and worked with instructors who have had no previous experience in working with persons that have disabilities or types of impairments, one of the things that I've found that has been successful for me and also successful for telling the people that have volunteered and have planned on working with me is, "Please, don't be afraid to touch. Don't be afraid to ask the person you're working with, 'How do you want me to touch you; what's the best way that you have found.'" Those inexperienced people I have worked with have become very experienced. This is one of the most helpful things that they have found. Remember that you can ask.

Louise: Remember to ask the individual. I recently saw a button with the slogan, "Touch dynamics, yes." Touch is very important. It communicates that we like a person and are ready to talk to them, and we consider them friends and are open to communication from and with them. Remember too -- touching does communicate your openness to that human being.

Dr. Stein: Some individuals are touch defensive. What we're saying is certainly true of probably 99% of the cases, but for that one percent of the cases where the individual is touch defensive, find other ways to get the communication by touching through an inanimate object, using a small rope or a toy or a wooden dowel or something like that, not direct contact.

Participant: I would like to go on with how you would touch another person. By listening and paying attention to what is going on with the person you are working with, you can also come to discover how to touch someone else, without asking questions, but just by paying attention to how that person is reacting either to the new situation or to you. You could perhaps be able to decide how through an inanimate object.

Dr. Stein: This brings up something that is constantly neglected, ignored, and minimized. That is the emphasis that it is this program or that technique or this activity that is bringing about the success. None of these are bringing about the success. The success is the interpersonal relationship that is built up between a student and an instructor, a student and a teacher, a camper and a counsellor, an athlete and a coach, a parent and a child. It frightens me that so much emphasis is put on these other things that we are losing what is the most critical dimension in any learning situation, because we put the emphasis on the learner and learning, not the teacher and teaching.

Participant: I would like to make one comment on touching. Be careful how you touch the autistic child. You will run into difficulties. Make sure that they are accepting your touch before you touch them.

Louise: Yes. Talking about tactile defensiveness brought autism to my mind.

Dr. Stein: Six of the children in the demonstration were from Sharp Health School, a special school in D.C. for basically those with multiple conditions. The other nine or ten were from a regular elementary school consisting of "normal kids", learning disabled, emotionally disturbed, and mentally retarded. We did not know who was who. I think that if you look long enough the wheel chair disappears.

Dan: I know. It is a very interesting phenomenon. The more you look at a person, and the more you get to know that person, the fact of the disability becomes less and less.

Dr. Stein: We saw a film made at Human Resources Center which is in Long Island where very severely physically involved were pictured. A member of our staff and I were watching it. It showed the group playing wheel chair football and wheel chair basketball in class. When the film was over, nearly everyone was in tears. I asked the group what they saw. Practically all the rest of the group saw was the poor individual in a wheel chair. And two of us saw, not the individuals, but the activities in which they participated. We saw a group of youngsters playing football -- they happened to be in wheel chairs.

Louise: The perceptual set.

Participant: We had a little boy who would not let anyone touch him. We worked around where he would have to hold on to us to get a ride. Before you knew it, we were holding him and he was holding us.

Participant: One interesting point that I think is important was that everybody in the pool area was working against some circumstances that were not necessarily ideal, and how well those circumstances were overcome. In the long run everything did work out well. The groups were moved very effectively. This is important. We move those groups of persons in the water; we move those groups of persons to one area in the water. Marge moved people so we didn't realize necessarily that we were being told to do something. It was not done in a command fashion, but in a very creative way.

Louise: If you had not known that Kathy was deaf, would you have known that Kathy was deaf?

Dan: No, except for the degree of expressiveness. This is much higher with a deaf person than the normal.

Louise: Hearing-impaired persons are often more expressive, which of course makes her a superb teacher.

Participant: Did you know that Kathy went upstairs and talked to the children for about two or three minutes. All she really did was to instill confidence within those children, telling them that we're all going to go out there and do our best.

Louise: That is something very necessary. Many instructors utilize children in demonstrations of this kind or in practice-teaching sessions. Always talk to the children and explain what you're doing and how much help they're being to you and that kind of thing. Establish that rapport first.

Participant: I was really impressed with one of the instructors as well as Kathy. One was Kathy's expressiveness, and the other was the tremendous eye contact that both of them had with the class as a whole, and the individual students. When they were communicating what they wanted each student to do, they used a very minimal amount of words. I noticed a couple of times some of the children were very hesitant, and Jerome would immediately establish eye contact before going on with whatever it was that he wanted. Kathy had done the same thing, either through touching or through eye contact. When eye contact was broken, it was re-established, and then the words began again.

John: In the case of CP's, do you think it's eight words or eight seconds?

Louise: Society at large probably gives you less than eight seconds, and does not give you eight words. We're working on our own attentiveness and on talking to other people about their attentiveness.

Lionel McIlwain: I think that some of the people are seeing Kathy who has natural ability. Many people do have this natural ability. Many of us don't have that. The best advice I think I can give you is that you take some expressiveness training, some acting, something of this nature, because a good teacher cannot be anything other than a good actor. A good teacher has to go to classes and be able, as the actor does, to go on the stage and completely sublimate his emotions, things that might be driving him up the walls. If a person allows those things to intrude into his classes, he is not doing the best possible job. It takes considerable training and effort sometimes to face that class with that sort of approach.

Dr. Stein: I do not completely agree with that. Jim Oliver and I used to have long discussions about that. I think that basically that puts too much emphasis on the teacher and teaching rather than on the learner and learning. I think that if you are enthusiastic about your activity. if you are committed to the activity in which you are involved and are natural in your approach, those things are going to come through spontaneously and do not have to be cultivated. One of the problems many football coaches have is that they try to be a Lombardi when they don't have Lombardi's personality. As you look at individuals and say, "Yes, they're successful, tremendously successful," do not try to pattern yourself after them. Look at things that they do, and say, "I like that method, but the approach that's used is not consistent with my personality or with my philosophy." It's very much the same thing in school in physical education, either exploratory or structured. If we take an individual who is basically organized, structured, and inflexible, and try to make him use exploratory techniques, we are going to ruin a good teacher. When we take someone who is basically exploratory oriented and try to structure him, we are going to ruin another good teacher. We need to recognize that we as teachers and instructors, are individuals. We should not try to pattern ourselves after someone else.

Louise: I agree with you partially, but I think there is value in some training or at least some exposure to what drama can do. I have nothing of that in my background at all. People who are outgoing and who like people and relate to people often teach expressively. Kathy does that. Many of us do that. But at a Kennedy Foundation workshop not too long ago, I met a young man named Dave Morgan, from the recreation Center for the Handicapped, Janet Pomeroy's place in San Francisco. I was overwhelmed with what he can do with a group because of his drama background. He is fantastic.

Participant: He is magic.

Louise: Oh yes, he himself is magic.

Dr. Stein: I think that is an excellent example. I think anybody who tried to pattern himself after Dave is setting himself up for failure.

Louise: I do too. I do not mean a person should pattern himself after another, but can learn from him.

Lionel McIlwain: When I see my students trying to ape what I do, and it does not work for many of them, I suggest this sort of approach to help them find themselves, to find which works best for them. Home problems must not intrude on your job. Sometimes volunteers get so tied up with the attitude that they have to do something for somebody that I think that they overlook the fact that there is a stage where they have to look at it very unemotionally, objectively, at techniques, rather than letting themselves get carried away with their emotion.

Dan: The thing to understand is the problem.

TAKING IT BACK HOME

Julian U. Stein - Presiding

Panel

Lloyd C. Arnold
Charles D. Butler
Robert R. Dye
Louise Priest
Grace D. Reynolds
Kathryn Sallade

TAKING IT BACK HOME - Delaware Room, January 24, 1979
10:43 - 11:35 A. M.

Julian Stein: This session will start off by introducing the panel. Starting at my left: Lloyd Arnold, Kathy Sallade, Charlie Butler, Grace Reynolds, the person at my right needs no introduction, so I won't; Bob Dye and Louise Priest. The format of this is going to be interaction within the panel - a discussion of the questions and the points which were brought up in the other sessions.

One of the points that seemed to come through to me as I listened in the discussions is that some individuals still appear to be interpreting mainstreaming as meaning only integration. If we are having difficulties in interpreting this as only integration, rather than the concept of least restrictive environment, and continuum of opportunities, how can we expect the general public to have appropriate connotations of the meaning of the term? How can we communicate to the general public, parents, our staffs, that the concept in and of itself means that there is a continuum of services, and that it does not mean dumping? It does not mean doing away with special programs. The focus is not on groups, not on "the handicapped", but rather on individuals. How can we break the attitude individuals have that anyone with a handicapping condition needs a special program, because within the philosophy, the principles of the programs, it means to focus on the individual?

In the past what we did was label, group, and then some things went on in a program. Many times what went on was not consistent with the interests, the needs, and the abilities of the individuals who were in the program. Now that approach is not legal. That approach is not consistent with the concept of least restrictive alternative. We now determine individual needs, and then, based on those individual needs, determine activities, methods and placement. In the past, drawing a parallel from American law, an individual with a handicapping condition was considered guilty until that individual proved his or her innocence, and then was moved toward a regular program. Today the burden of responsibility is on you and me, because everyone has the right to be in a regular program, and if that individual is moved toward a more restrictive environment, the burden of responsibility is on us to justify why that individual cannot be programmed in a less restrictive environment. So I guess there are two questions: Are these the concepts we want to communicate, and, if they are, how do we communicate them?

Louise Priest: Is that a question?

Julian Stein: Two questions - one, two.

Louise Priest: I think a great deal has been said by several different people on the value of communication and on the need to communicate. We had some interesting discussion on that yesterday, as I recall. I think communication is our problem. If we look at each one of us, our own organization, at the communication problems that we have "in house", not even thinking about the communication problems that we have with the public at large, we find that we have trouble communicating any idea within our own structure. How do we get beyond that? As I look at some of our communication problems I see us making the effort to be visible, to say: "Here we are, and this is what we do." And I keep saying to those above me in the hierarchy: "It is not enough to be visible, it is not." "It is not enough for us to say, 'hey, we have this neat program.'"

That doesn't motivate people. We must find what motivates people, and we must learn what motivates. Then we must be visible and motivate at the same time, communicate and motivate. Many things motivate people, but I think we need to look at what motivates people and utilize it. We sometimes shamelessly play on peoples' emotions, but emotion is a motivator. Now cognition directs behavior, that's true, and says: "Oh, O.K., this is what I am going to do." Cognition says: "I will go there and do that, for this problem." But it is emotion which says: "I have to do something." And so we must utilize whatever we know to be motivators, to start behaviors and start communication; not just be visible, that's not enough. We have to find a key to motivation.

Julian Stein: Other responses? . . . No other responses?

Bob Dye: I think Jack Shakely from the Foundation (Grantsmanship Foundation) was rather refreshing with his seven components. I think that what he really told us can be translated all over the place and into all kinds of systems. He said that to really get money, you really have to tell your story well, in a way that will make people respond, and want to give to you. You can translate that to your own boards of directors, your own staffs, your own communities. This is an agenda we are really out to turn this country of ours on, and these communities of ours on. We need the kind of advocates that cannot only convince the community that this is something that we ought to be investing in, but our own organizations, because it starts with us. As we talk about advocates, we are talking about the people in this room, because if you are concerned enough to be here, then you are concerned enough to be an advocate, and so, as we educate and excite people to get involved in this issue, this is what we're talking about.

Julian Stein: The area of motivation is one I think we need to pursue further. I will start out phrasing a comment into the question on a general basis. Are the motivations that are being furthered through programs, through the media, when time and space are available on the media, are those the appropriate motivations? Are our motivations as individuals the appropriate motivations? Are we motivated by sympathy, and pity, and charity? Are we motivated because it gives us personally a feeling of power, of authority? Or are we motivated to help the individual gain maximum degrees of independence? Many of you probably are not aware that for three years the Jerry Lewis Telethon has been picketed by consumers, because their feeling is that the images projected through this national endeavor reinforce sympathy, pity, and charity, and in so doing, actually reinforce, in a different way, prejudice and discrimination, and reinforce built in those who do not participate. The question is, two questions again: Are the motivations that are being projected the appropriate motivations, and is there a consistency between the motivation of the consumer and the provider of services, and to what extent do we evaluate our personal motivations for being involved?

Louise Priest: I don't know whether Dr. Stein has heard what I call my "Why are you here speech", or my "Why are you here lecture", which I often give in talking with groups. I think that we do not adequately examine our own motivations before we get involved in this kind of a program. I believe that our motivation is the same as is the motivation of the disabled person.

Taking It Back Home

I think that we primarily have three areas that concern me here. We are motivated by needs, either real or perceived. In fact, I think that's one of the keys to the motivation of some disabled people. They need more, and they know they do, because our society is not structured for them; and so they are motivated by that perceived and very real need to do more. I think you see a higher level of motivation with disabled people for that very reason. But you and I have needs also, and I don't have time to go into what all of them are, and I wouldn't give you Maslov's heirarchy this morning anyway. I think a second area is for a feeling of self-worth. You have that need; your volunteers have it; and so do your clients. So do all people with whom we work, and I think we need to examine that and recognize it. That may be why we're in this program. It makes us feel better about ourselves, and I think we need to recognize what our own motivations are.

The third thing is for a feeling of autonomy. The people I work with think I have entirely too much of it, but we all want to be autonomous. You'll find you will have some children in a program who will fight anything an instructor tells them. The reason they do is because it's the "Mother, please I want to do it myself" syndrome. We all have those areas of need, and so do our clients, and so do all of our volunteers, all the people we work with. Those I think are our three prime motivators, but we need to examine what our own motivation is before we can really help motivate other people.

Lloyd Arnold: I think floating around in our land today there are really two principal factors which are forces or tensions which are working on our motivations.

One is a legal reason to do what we're talking about. And the other is a moral reason, and each of us are motivated probably for one of those two basic causes. We do it sometimes because we're forced to. I would hope, however, that the other issue becomes more prevalent in the way we act and the way we think. It is immoral not to help people achieve their greatest potential, either as individuals ourselves, or if we stand in other people's way. It is the human rights issue. Whether that issue is handicappism, or sexism, or racism, if we stand in the way of someone else achieving his greatest potential, it becomes a moral issue. That is where I kind of come in on motivation.

Kathy Sallade: I don't know if this has any bearing as to what we're talking about here in motivation, but I just want to say one thing, and that is: all you need to do is just be there, to show yourself, just let the public know that you are that kind of a person, and the more they see the kind of person your are, the more they'll want to come to you.

Charles Butler: One area of motivation that motivates people to come to the area of working with the handicapped people, I do not think it's pity, I think it is out of wanting to do a job. You find many people look at working with handicapped people as something easy to do, so they grab it, and they get hooked, like on drugs or anything else, and they stay with it. One thing is certain, that those who are looking for an opportunity to make a large amount of money do not come into this field. You do not make that kind of money in this field. You do not get paid for what you do. I feel that when we get to a point where we work ourselves to an area where we do not have a job, then we've really accomplished something. We have a long way to go, and we still have many more people who are not being serviced, I think. One of the motivations for us is to get out and spread the word to those people that are not doing anything, that are not working - interested in involving the handicapped.

I would also like to see motivation on the part of legislators. There are all kinds of laws and things like that for public buildings. I think we should continue pushing this type of law, so that we have swimming pools, as I said the other day in session, have swimming pools for people, not for handicapped people, but for people, so anybody can go there, and enjoy all types of recreational activities.

Grace Reynolds: How do we promote motivation? How are we motivated? I think it's looking at people and accepting people, every person, as a person whom you would like to see develop to his maximum potential, to have the opportunity to experience success, to have the opportunity to feel wanted - to be part of society. Those are just a couple of thoughts.

Julian Stein: One of the points that Mr. Butler just made relates to working ourselves out of a job. Many people look upon the success, or the criterion for success for a program, in the numbers that can be screened. What Mr. Butler has just said is that the criterion for success is the numbers that can be screened out. The question is: to what degree has the perceptual set that has been brought about in the eyes of the regular teacher, the regular aquatic instructor, the regular physical educator through special programs, actually countered or hindered the movement towards what Mr. Butler has just said? I want to ask him to start off on a response, relating the incident that happened a couple of summers ago relative to a camp here in Washington.

Charles Butler: I was the recreation director at a center for mentally retarded, emotionally disturbed children. I talked with our camp director about the possibility of getting some of our campers involved in a camping program. He said: "O. K. you let me know when you want them to come, and we'll set a cabin aside for them so that they can come down, and you can bring your staff along then, and we'll set up a special program for your campers." And I said: "Okay." The time went on and I didn't contact him. Near the end of the summer he asked me (you know the summer is over now, he's not going to do it): "So when are you going to send some of your campers down to the camping program? You have about a week to go." I said:"Well, maybe we'll get to it next summer." He did not know that all summer in our summer camp program, all a child has to do is get a medical, go down on Friday, turn in the medical form, be there on Monday morning and get on the bus and go camping. All summer, every week, I sent five mentally retarded, emotionally disturbed kids to this camp. And these were children who live in the city; they live in Washington, and every week they went to this camp. He didn't know that, that these children were going to his camp all summer long; and they were looking for the mentally retarded ones.

Another instance happened with a day camp program we had out at Prince Williams Park. We were with a group of children from one of the playgrounds in the city on a day camp thing. The first day out there, our children got there early and they were into their activities for the day. This other group with two bus loads of inner-city kids came out. The director of the program came up to me and said: "I heard there are going to be some mentally retarded kids here; where are they?" And the children were all around doing everything. I said: "They're here" and looking - I don't know what she was looking for really -but she was looking for a group of mentally retarded kids that she could not see, in the children that we had out there. The children she brought out there, the so-called normal ones, were more like the emotionally disturbed, mentally retarded ones. In a swimming program I could have gotten myself into a lot of trouble doing something like that and there's a possibility that I could have gotten myself into a lot of difficulty by using those mentally retarded children like that. I selected the children that I knew could handle the situation - talk about getting the children into the mainstream. Then after that, the camp director, every summer, gave me at least five slots each week to send the children to camp. I would go down about mid-week and check on the children and see how they were doing. It has been a very successful thing for the past five years.

You can get people involved in programs, but sometimes you have the people who have those old ideas that, if you have someone who is mentally retarded or handicapped, you put them over there in the corner. I think we saw some of these things in the films that we saw the other day. The normal children are at one end of the pool, and the handicapped ones at the other end of the pool, and never the twain shall meet. There is the deep water in the middle, and none of them could swim. I think we need to get to the point where we can work with these people together and try to come up with some type of program where all of them can do the same thing at the same time, because they may be handicapped, but they are people, and they want the same thing that everybody else is getting.

Louise Priest: Did you tell the camp director what you had done?

Charles Butler: At the end of the summer - yes. He was very surprised.

Julian Stein: So his perceptual set did change.

Jerome Brocks: I have worked with the D. C. Public Schools now for three years in special education and services for the handicapped. My biggest problem so far has been administrators as well as colleagues. I have had parents of handicapped children ask me on several occasions when we have PTA meetings: "Why wasn't I invited to the PTA meeting?" It seems as if it is a separate unit. This is the biggest problem that I have faced since I have been with the public schools. How do we go about reconditioning the minds of these administrators?

Julian Stein: Response?

Louise Priest: I will start the response to that. Charles Butler is going to finish it, I'm sure. The only way you change a perceptual set is with a new perceptual set. The only way you do that is with exposure. As long as we keep disabled children and adults in closets and do not integrate them and do not take them wherever we go, we will not change the perceptual sets of people. It's experience. It is the only thing that does it, and it cannot be a one-time thing. It must be consistent, and it is long range. We have our own perceptual sets, and you'd be surprised how little some of ours have changed even though we think we have changed them.

Jerome Brocks: I had a PTA meeting a few months ago where we invited people and an administrator came out and participated. We were totally shocked; we had over 150 people out, and he was shocked at the numbers. He said that I had more people at my PTA meeting than the entire school had. And the point was that he was trying to get the other swimming instructor to allow our classes to have class at the same time that his classes were going on, and not to come up with a special time, but let us use the pool.

Julian Stein: I think there are two points here. One is that the key to getting any type of a program really accepted is with the administrator. We can have all the best ideas and intentions that we want, but if our administrator says no, we can only go so far. In one of our projects that we're working in thirty states, this has been identified as a number one priority in all thirty states. Unfortunately, we can plan to have administrators involved in general kinds of programs, but they're not going to come. I mean they should, but that's a fact of life. I'm talking primarily about school administrators. Therefore, what we have to do is to take our programs to the administrators' association, to get on their programs, so that the type of thing that one administrator saw in Jerome Brocks' instance, many can see.

As an example: Arizona this past December, devoted a half a day of its state program to this area. That did not just happen. Several people worked through the administrators' association, convinced them of the need, saying: "We are willing to do all the work in the development of the program", and it was one of the most successful programs. We have to make conscious efforts to get programs to administrators.

Another thing I think we have to do is - and I'll use the President's Council Clinics as an example - there are six sessions, six special interest sessions dealing with various aspects of programming for the handicapped. There is a fifteen minute general session, or a fifteen minute portion of a general session. If the Council asked me, you can have your choice of the six special interest sessions or the fifteen minute general session; I would say: "Do away with the six special interest sessions and keep the fifteen minutes, because we have to hit individuals when they are a captive audience." We are a special interest group. We in many ways can be said to be talking to ourselves. We need to talk and demonstrate, and show to the administrator, to the regular educator, the regular swimming instructor, the regular recreation person.

Question: Why can't Jerome Brocks go to a school committee member, a mayor, one of the elected representatives of the state, or even one of the senators, to get across a program like this?

Charles Butler: Number one, Mr. Brocks doesn't have a senator to go to! (More conversation about the subject of whether D. C. will ever have a senator). It is going to be slow, but I think we'll have one.

Question: I think one thing we need to do in cases like that is just like the old espionage kind of thing. We have to set up sort of a spy network where those of us who are working with the handicapped people have to let these parents know what is going on. If we are going to have to have a spy in the school, then have a spy in the school, but let the parents know what's going on, because quite often, we know what is going on. We can't do anything about it because we are employees, we work with the clients, but when the parent finds out, when the parents go talking to people, those are the people who vote for them; those are the people who put them into positions. When the parents start yelling, believe me something happens. I think we have to let the parents know what is going on, and get to those parents, and work out some kind of spy network so they know what's going on. The administrators are not going to let them know what is going on because it is much easier to plan a basketball game for a group of normal children than it is to plan a wheelchair basketball game.

Louise Priest: You and I can help in his battle, in Jerome Brocks' battle. The people in this audience can help because I know you do the same kind of thing I do - workshops, clinics, things of that nature. I have developed a habit, and never do a workshop now without a follow-up letter to the administrator on company stationery, which says, "I came here, I did this, I saw this that was good, plaudits to you for this, plaudits to you for that." Never do a workshop any place without doing a follow-up, not to the person - well, do that too - for whom you did the workshop, and also to the administrator. Many administrators do not know what their own people are doing, but you and I - as special clinicians - can tell them. The other thing I would add is to get parents and get to other program people and tell them that they have some wedges, as in the legalities of 504 and 94-142, and inform them. It is surprising how few parents know anything about those things, and we can tell them those things.

Charles Butler: There are many parents who, when you go ringing those numbers, 504 and 94-142, do not know a bit about what you're talking about because they haven't been told.

Julian Stein: We could go on and on, but we are on a time schedule, and there is one final question that will be directed to Bob Dye concerning reasons for involvement, in terms of individuals and agencies.

Bob Dye: I think most of us represent organizations that have been around for a long time, and I think the problem with some organizations, most organizations, is that they get going down certain tracks and do things they have always been doing, and really do not take the time to plan freshly and frequently, how they really ought to be addressing the new issues and the new agendas. And so I think planning has a great deal to do with this. Our own organization has started a system of what we call corporate planning. This simply means that every six years we take a fresh look at where our organization really ought to be going, in the light of the needs that exist, and prioritize those programs and those issues that make sense for now. By doing this, we legitimatize organizational resources and impact in ways that we could follow through. For example, we have legitimatized the collaborative style of work as the only way to go in the future. I think we do not help our own credibility by saying, "Here is a tremendous societal issue and problem that we ought to be addressing", and then say in the next breath, "And we're going to take take on the job and do it." We really put into our goal statement the fact that as we work at these issues, this includes expanded collaboration with other organizations. I think that is important.

I think the second issue is simply one of planning long-range and short-range goals. I think again, as Mr. Shakely was saying, instead of all these high-flown objectives that get boring to read, bring together a group of people in your organization, and spend a week-end sometime, or a couple of evenings sometime, and put your feet up and say, "You know, if we were really successful in this area, where would we like to be three years from now? If we could get all of our dreams put together in a very tangible package, where would be like to be three years from now in this whole area of working with handicapped people?" And if we can dream out that design, then it's a matter of saying, "well, what do we need to do then, today and tomorrow and next week and next year to reach this." It is amazing that once that outcome gets sharpened, that the things start to fall in place, and we start realizing that the programs that we have generated over the years have been programs that we have pretty much thought would be good for someone.

We have advertised in a way. We have set up staff in a way. We have set up equipment in a way, that excludes a lot of people because, as they look at what is being offered, they assume that, well, this isn't for me. To generate a new kind of a program outreach that would simply go out and find people and influence people to get into your program, and then plan with that in mind is, I think, the first step. All of us in our own organizations, I think, are starting to work in these kinds of areas, and in these ways. It's the only way I think that we'll ever make this.

Julian Stein: In Project Aquatics four or five years ago, in a similar session to this, Ed Mongeon, in summarizing, emphasized the same thing that Bob Dye has just emphasized. There's a lot of jargon; that's what people call a transdisciplinary approach. And getting it out of the jargon and putting it into very basics that have just been said and in the way that Ed Mongeon put it, is "shout the cause, and whisper the organization.' As we do this, I think we also need to consider a double use of an acronym. I've been using for some time, and this is the kiss acronym. And one time I had used it, and someone camp up and said: "You know you need to add mif to it." Well kiss means keep it super simple, and mif means, make it fun, in terms of activities and approaches. The second use of it concerns those things that we are doing, and to keep it secret is stupid. Let people know what you're doing. They're looking for those same types of things.

Grace has asked me to remind you that you have an evaluation form in your notebook, and that this be completed before you leave. I would like to suggest that the real evaluation of this two and one-half days cannot be done today. You can evaluate what's gone on here, but the real evaluation cannot come about until you go back home. Unless some changes come about, no matter how much you have enjoyed the time, the fellowship, the sessions, no matter how much you feel you have grown and benefited, if there are not changes that benefit and make programs progress, then your time has been wasted. The real evaluation will have to come six months from now, a year from now, maybe even four or five years from now.

Grace Reynolds: I would like to thank each one of the panel for this session. We would like to talk all day, but time is upon us, and I just want to say thanks to them.

Taking It Back Home

Before I sum up in two or three words what we hope has happened here, I would like to just say a few words of thanks, first of all to the forty-six different agencies that have been part of this workshop, to the twenty-eight states that are represented here, to some one hundred and seventy-five persons who have taken part, to the staff, to you, the participants, to the schools that have participated from pre-school to colleges and universities, to the consumers, to the parents. We want to thank you all, because what has happened here has been because of all of you, and what happens out there, as Julian says, is because of all of you also.

Now, what has happened here? What did you get out of it? What are you going to take home? I think that one thing I hope you will all leave with is that mainstreaming does not mean a dumping ground for people. We look at people's individual abilities; perhaps they are in state institutions, and mainstreaming may be for them working in their program and an opportunity maybe to visit a community pool, or to have people from the community come in and perhaps swim with them. We can look at mainstreaming as not keeping out that person just because he may not be able to read and write very well, but he's a fantastic athlete, and participating in all of the programs that are going on, not limiting him. Mainstreaming may mean that one person may be able to participate in an instructional program in one case, and a recreational program in another case. Mainstreaming may mean that that person will acquire enough skill so that he can go or she can go with his family to a recreational swim, to the river, out on a picnic.

Mainstreaming not only happens to the individual - it happens to agencies, from your administrator, your executives, your program leaders, your staff on down. We need to work at all of these. We need to include in our mainstreaming concept that by bringing different groups together we can have a mainstreaming experience. By having consumers work with you, plan with you, be part of your everyday life - this is mainstreaming. Mainstreaming is many things, but it's giving that person the opportunity to be included where he can be successful, safe, and have some personal satisfaction in the least restrictive environment.

Three things I want you to remember as you go home. First of all, mainstreaming is many things, it's inclusion, wherever we can be included to build toward total inclusion. And what do we need? We need to have the attitudes ourselves, and we need to help other people develop the attitudes that will allow mainstreaming to occur. We also need to believe that this is important, that every individual should have that equal opportunity, and in order to do this, if we believe strongly that mainstreaming is right, it's a thing for all of us, then how are we going to get it done? And I think Bob Dye said this very nicely as he said: "only together, only in collaboration can we get this job done," and I say thank you to the many agencies and particuarly the ten that have been part of Project Aquatics Mainstreaming and Project Aquatics over the last six years. It is only because we could collaborate, we could cooperate, we could plan together, and we could also evaluate together and plan for the future.

Thirdly, I hope that you have gotten some knowledge, that you will go on acquiring more knowledge, you have a few skills, and that perhaps even if this is one of your newer experiences at mainstreaming, that you will feel confident that you are the person that can go out there. You can make a difference. You are the people that can do it. Mainstreaming - let's do it now! Thank you very much.

ADDENDUM

Mainstreaming: The Theory and Concept

Thinking Critically About Aquatic Mainstreaming

Mainstreaming Your Aquatics Program

Values Inquiry and Development

Program Leadership - Years I and II

MAINSTREAMING: THE THEORY AND CONCEPT

Lionel McIlwain

Mainstreaming is a concept that is based on humanistic philosophy and boosted by recent awareness of civil rights, to equal access and opportunity in our society. Recent efforts to achieve equality of opportunity for the handicapped represent a socio-political precipitation of a very slowly improving attitude. Legal statutes now direct efforts towards providing the skills necessary to reduce the alienations from and towards maximizing adjustments to the community in which the handicapped person lives.

Mainstreaming has many synonyms including "democratization", "integration", "normalization", "humanistic approach", and "providing the least restrictive environment." Definitions abound which incorporate one or more of the terms listed. The approach taken here is that public educational agencies should aggressively pursue policies that will enable the handicapped to find the least restrictive environment in which he may live a happy, fulfilling life. Further, there should be not barriers within the community to restrict the realization of this happy, fulfilling life.

Within the United States it is estimated that between 30 and 50 million people are suffering from some physical or mental impairment that handicaps them in their struggle towards gaining an equal share of society's bounty, that lessens their chances of maximizing quality of life. But a closer look at this group shows that most will be able to take a place in normal activities of living without notice and any assistance. Another smaller proportion will from time to time need assistance and special education to achieve a least restrictive environment. The small remainder will require permanent assistance and protection. A continuum of services will be necessary from the simple provision of opportunity for some to the constant care and support for others.

Leisure and Recreation

The need for leisure and recreation in our lives is well established. Much research has contributed, along with philosophical views to this conclusion. Social and emotional, physical and psychological needs may be satisfied by participation in meaningful leisure pursuits, games and recreation activities, quite apart from the biological need for movement. With the changing life styles brought about by the technological revolution much emphasis has been placed upon recreation and leisure needs. A major emphasis has been placed upon the need for active recreation to replace the physical work loss typical of most forms of employment. Also, in the last 20-30 years the recreation needs of the handicapped segment of the population have begun to concern us. This concern both within formal education settings and the community programs for the handicapped has most often been manifested in the provision of special programs with a segregated and clinical atmosphere. Many labels have been attached to these services, e.g. special education, adapted physical education, recreation therapy, recreation for special populations. All were characterized by:

1. being separated from those programs available to the normal community;
2. involving specially trained personnel - the assumption being that these specially trained and qualified persons understood and would best serve the needs of these special groups;
3. grouping persons with like disabilities who may feel more comfortable with others having similar disabilities;
4. individual or small group involvement;
5. protecting the delicate sensibilities of the general public and supporting their unwillingness to interact with the handicapped.

A dicotomy of services developed as might have been expected under this philosophy and practice. A number of specialized organizations developed with special interests in one form of disability. Specialized personnel, facilities and programs serving these special groups grew and administrators fought for the charity and tax dollars to support their activities.

At the same time, generalists in the field, e.g. the physical education teacher and recreation instructor, focused their attention on serving normal segments of the population. Consequently, most facilities, at least prior to 1968, and programs were developed to exclude or make accessibility difficult for the handicapped. Even community organizations with manifestos declaring intent to serve the less fortunate amongst us and to treat all mankind as equal will admit to supporting policies which could only have continued unequal opportunity in this society.

Towards the late '60's several events working separately or together affected a change in attitude towards programs and services for the handicapped. There is no doubt that the civil rights movement had much to do with this change through focusing attention upon the unfair treatment of special groups. Almost universally the traditional premises for providing "separate but equal" programs were attacked and torn down (Brown v. the Board of Education, Topeka, 1954).

Advocates of the handicapped and the handicapped themselves, through their own organizations, became vocal expressing the needs, desires and rights to equal access to opportunities available to the normal population.

This movement quickly sought political means to speed normalization of all aspects of community living. Three noteworthy efforts are listed:

1. The President's Committee on Employment of the Handicapped organized in 1947 has sought to promote the hiring of the disabled into the nation's work force.
2. The American Coalition of Citizens with Disabilities founded in 1974 brought people together on a national level to discuss their concerns, viz. "improved education, expanded rehabilitation, acessible housing, effective transportation, civil rights, enhanced employment, self-determination and integration into the mainstream of American life."

3. The White House Conference of 1977 brought delegates (at least 50% were disabled) from every state to discuss a wide range of issues including recreation. The primary function of these various group efforts has been to promote public awareness and to influence government officials and legislators to enact laws which will eliminate barriers currently preventing the handicapped from enjoying a healthy, normal life.

Many specialists working in the predominant clinical or therapeutic settings became aware of a need to graduate their handicapped charges from programs lacking in opportunities for social and psychological development. Indeed, in recognition of this need, many therapists became active in promotion of group activities to stimulate social and emotional development and extended their work beyond the basic components of fitness into neuromuscular skills to facilitate entry into special and normal environments. Fine examples of this development are the wheelchair basketball movement and the Special Olympics. Sponsorship of such activities by individuals and corporate bodies stimulated development on the local, national and international levels.

Research completed at this time caused many educators to reconsider their approach to placement of the handicapped within the educational system. For example, it was found that handicapped individuals make as much or more progress in regular programs as they do in special programs, that the interests and aspirations of the handicapped students are essentially the same as normal students, that the use of special labels and placements tend to be self-fulfilling for instructors and students who set goals well below what might be possible and positive attitude changes occurred when students were integrated. Improved dissemination of this information through the various media, newsletters, workshops, and seminars shows signs of developing.

Many philosophers journalists, religious leaders and political commentators, either leading or caught up in the civil rights movement and sensing the change in humanistic feelings, wrote and spoke of the needs for normalization of opportunity for all members of our society - for realization of democratic ideals as expressed in the Constitution.

Less well documented, but of possible influence, were observations of enlightened changes taking place in other countries. Many countries may have made better and quicker use of the knowledge available from this country.

Professional organizations such as AAHPER and NRPA and community service organizations such as the YMCA and ARC also felt the changing attitudes and held hearings and top flight discussions to gather information and adapt programs.

Many important services grew out of such awareness meetings. One of the most valuable must surely be the unit on Programs for the Handicapped of the AAHPER, established in 1968 to locate resources of all kinds and make them available to professional workers. Since 1972 this unit has developed and operated the P.E. and Recreation for the Handicapped: Information and Research Utilization Center (IRUC). IRUC was charged with collecting, reviewing interpreting, evaluating, cataloging, packaging and repackaging and disseminating information about a wide variety of materials dealing with P.E., recreation and related activity areas involving impaired, disabled and handicapped persons. Since 1976 this unit has functioned as a self-supporting information center within the AAHPER unit on Programs for the Handicapped.

When professional efforts failed, legal alternatives were sought. Success in these directions was manifest in three important Federal Laws, enabling State legislation and a variety of related state legislation.

1. The Architectural Barriers Act, 1968, provided necessary direction in the provision of access to all parts of the environment for physically handicapped persons.

2. The Rehabilitation Act, 1973, provided that any qualified person regardless of handicapping condition should have access to any program or activity receiving federal financial assistance.

3. The Education for All Handicapped Children Act (P.L. 94-142) will probably have the most noticeable impact through its provisions which are designed to:

    - assure that all handicapped children have available to them a free appropriate public education.

    - assure that rights of handicapped children and their parents are protected.

    - assist states and localities to provide for the education of handicapped children.

    - assure that all handicapped children are educated to the maximum degree possible with their non-handicapped peers in least restrictive environments.

    - assess and assure the effectiveness of efforts to educate handicapped children.

The implications are clear for the whole educational effort within our society, not just the schools, not just the community programs, but for all facets of society. For those of us who have a special interest in aquatics it is important to become aware of the breadth and depth of opportunity that exists in this most popular recreation area for providing a continuum of services that will enable each person to participate to his utmost in the mainstream. Our focus must be on the strengths and abilities rather than the limitations of each individual and away from the traditional preoccupation with special services. The place of the special program must be maintained to the extent that each individual is afforded the opportunity to enter the mainstream with his peers.

Why Aquatics?

The position taken by Project Aquatics Mainstreaming is that as aquatic activities currently represent the largest recreational grouping within this country and offer an ideal vehicle for mainstreaming, such activities must be made available to the handicapped. Large numbers of handicapped individuals presently participate in limited aquatic recreation, but it has been well demonstrated that with adequate guidance opportunities can be greatly increased.

It is well documented that swimming provides the only opportunity for physical activity for many handicapped individuals. But apart from the physical value for all the less tangible social and psychological values must be realized. There is an aquatic activity for everyone to maintain throughout a lifetime.

Most aquatic activities can be mainstreamed with little effort directed towards varying amounts of special instruction, adequate consideration for safety and organization of personnel. In most cases little modification and cost is involved. Aquatic activities are essentially group activities where individuals interact with each other to achieve a particular objective. There has traditionally been a strong sense of community and equality in these activities with much voluntary involvement in instruction and provision of safeguards for participants. Indeed, some of the great internationally recognized humanitarian organizations have been largely concerned with many forms of aquatics and life saving, for example, The American Red Cross, The Young Men's Christian Association, The Royal Life Saving Society. The mainstreaming concept has been readily accepted by such organizations. Programs are already implemented to prepare instructors to more adequately accommodate handicapped persons, for example, The American Red Cross Adapted Swimming Program. But widespread successful mainstreaming will result only from an intensive educational effort throughout the country. It will involve both the building of skills on the part of those with special needs and the mutual acceptance of both the "special" and "normal" populations.

Project Aquatics Mainstreaming proposes to contribute to the accomplishment of mainstreaming on a broad scale by building on the proven benefits of aquatic experiences for all individuals.

The goals of the project are:

1. To contribute to the growth and development of handicapped children and youth by providing inter-disciplinary training or retraining for experienced aquatic personnel in using mainstreaming techniques which will enhance their expertise in achieving integration of normal and handicapped individuals (special populations) in aquatic programs.
2. To provide specialized training and retraining to leadership personnel (educators, administrators, program directors, interested parents and others) which will increase their abilities to act as innovators and motivators for aquatic mainstreaming.
3. To study and develop a continuum model of mainstreaming through retraining leadership in aquatic programs.
4. To develop, edit, and disseminate materials prepared as a result of field testing new training methods.

THINKING CRITICALLY ABOUT AQUATIC MAINSTREAMING

Daryl D. Jenkins

Introduction

Project PAM has entered its third and final year as a special in-service training project. Staff and participants have been challenged by the concept of aquatic mainstreaming from the beginning. Although seemingly simple as a concept, aquatic mainstreaming is many things to many people.

The impact of P. L. 94-142 has been considerable from the start of the Project. At times, staff were consumed with questions and dialogue on the many facets of this legislation, as well as the impact of Sec. 504 of the Rehabilitation Act. Aquatic mainstreaming was redefined in terms of "the least restrictive alternative" and sometimes lost in the problems of facility accessibility and adaptations.

As the National Institute nears, another task of material and information assimilation is cause to review, reflect and think critically. Information about integration programs has increased many-fold since the start of Project PAM. We have become more sophisticated about mainstreaming in general, and aquatic mainstreaming specifically. We've grown in our capacity to understand and relate to the rights of handicapped persons.

This paper is a product of this growth. It is Project PAM's attempt to encourage you to assess how far you and your programs have come in meeting your aquatic mainstreaming goals. The Project has designed the National Institute to assist you in this process, as well as adding to your knowledge and skill for improving your program.

Mainstreaming is a right, not a sentence. Project PAM focuses on opportunity, not mandate. Aquatic mainstreaming is where it's at, and we hope that you are there also.

The Mainstreaming Concept: Where Are We?

Headline: "Blind Runner Places Tenth in Marathon"
Headline: "Amputee Swims Twenty Laps Per Day"
Headline: "Retarded Junior Places First in 440"

Everyone has seen and reacted to similar headlines in the news media. Professionals working with the handicapped will take special notice of such articles with either pride for accomplishment by an individual or disdain that a particularly successful activity has been overshadowed by the existence of an individual's handicap. But more importantly have such reports in the general news media and or professional publications and presentations become the basis of our research justifying mainstreaming theory?

How frequently have we left a class, workshop, or training institute with the image in our mind of an individual who has achieved a remarkable success and who also happens to have a "handicap"; and subsequently have used this image as the equivalent of a researched justification for mainstreaming all such individuals into this type of activity. In our own way we become part of the problem of limited research and theory development regarding mainstreaming, specifically aquatic mainstreaming, when we fail to critically evaluate such individual successes in comparison with the needs of all persons served by our program.

> *Does your theory of aquatic mainstreaming provide the opportunity for all handicapped persons to participate fully in the service programs of your agency?*

A review of current literature on mainstreaming provides quick insight into the limited amount of theory development which has occurred regarding the concept of mainstreaming. The term mainstreaming was popularized in the 1960's in a series of federal programs designed to reintegrate various populations of unemployed and/or public assistance recipients into productive roles. The same concept was being simultaneously used with the label "integration" with respect to mainstreaming racial groups. The concept has been closely associated with the right for participation in the broadest context of society and variously labeled civil rights and/or human rights. Our concern in this section has to do with the theoretical basis for the priority which has been placed upon the integration mainstreaming concept.

The development of theory requires a basis from which to start. Most students have learned that theory may be developed based on a series of facts or ideas suggesting a logical conclusion. This conclusion, or theory, may be tested by experimentation and application of the facts in a variety of settings. Another common basis for theory development is by use of a series of observations leading to a particular conclusion. Similar to fact-based theory, this approach is used by the scientific community in describing potential, logical outcomes as a result of measured events. While it is impossible to develop theories regarding human growth and development based on such approaches, it is frequently the case that another theoretical base is used.

> *Have you built into your program the systematic collection of data, as well as the process for analyzing it, necessary to further develop and refine your aquatic mainstreaming theory?*

Using similar logical approaches, value-based theories are initiated by the bringing together of a series of values which logically lead to another value conclusion. It is the value-based theory which is most frequently represented in the theoretical writings and postulations regarding mainstreaming.

Value-based theory building in mainstreaming proceeds something like this:

1. We value human rights.
2. A human right is full participation in society.
3. The handicapped have equal rights to all other humans.
4. Therefore the handicapped shall have full participation in society as a basic human right.

The logic is simple, direct and certainly refreshing to a society which has systematically disciminated negatively towards a number of minorities and/or easily identifiable groups. The combination of emotional attractiveness and simple logic produces easy and rapid converts. We therefore have a theory for mainstreaming which is almost beyond testing or evaluating, and frequently may not be addressed critically by society as a whole.

Professional leadership is quick to "buy into" and provide leadership for such theories. Such action places the professional in an opportune position for new research money, public speaking events and other desired professional activities. And the theory is easy to support by careful selection of examples of success and/or the use of emotional appeals to the values systems of society.

Have you accumulated sufficient facts via your observations and experiences to share with your professional colleagues the results and theory of your endeavors?

But still the question where is our theory development with respect to mainstreaming? And specifically, what of aquatic mainstreaming, a select program area of endeavor for a segment of the society? Those practitioners who have moved from the value-based theory of mainstreaming to an observation-based theory have begun the process of developing their own theoretical basis for mainstreaming. Some professionals have integrated their aquatics programs with undesirable results and have elected to withdraw from the race to mainstream all programs. Others have experienced successes and continue to build a more refined set of theories as to who, what, when and where aquatic mainstreaming is a valid approach to aquatic programming.

Ultimately, many professionals will develop their own theories of aquatic mainstreaming as a function of their learning and experiences. The need for this level of theory development is greatly increased by the insistence of "purists" who argue for total segregation or total integration. Your everyday program experiences may suggest that your theory must provide for some combination of segregated and integrated activities. Whatever you decide, the basis of your decision must be logical and observation/measurement based in order to assure that you are accountable.

Have you allowed for the right to segregate as well as for the right to integrate? Does each handicapped person have the right to fail and/or succeed as all individuals in your program?

The problem of data collection with humans is well known to all who have taken even introductory courses in human services. Not only do we experience difficulty in adequately measuring outcomes, we experience even more difficulty in attempting to assess and evaluate these measurements. The total situation is most complex with many interfering and interacing factors which may not be controlled for practical or moral reasons. Hence, a review of the literature will show limited quality research regarding mainstreaming and/or integration which reports results of broad value to program developers.

So what constitutes research in this area? To a large degree it has been the growing application of the mainstream concept at the grass roots level by program-level professionals who have attempted to apply the concept to their ongoing program. Hence, your own theory may be the most relevant and your own research may be the most accurate and complete for your type of program, agency and community.

Research has shown that what type of individual may be best mainstreamed into what type of aquatic program? Current research has established that a program must address what critical factors in order to appropriately serve an aquatically mainstreamed population?

Your learning experiences in Project PAM, as well as in other training, should provide you with the basis to accomplish the task of updating your program to an appropriately mainstreamed level. This is your leadership opportunity, not only in aquatics, but also in assuring that all individuals are provided the chance to exercise their human rights for full participation.

Legal and Moral Implication of Mainstreaming

Since the most powerful legislation for mainstreamed programs is at the federal level, can I or should I develop facilities and programs without federal assistance in order to assure my right to "do my own thing?"

Mainstreaming has become a legal issue. It has become a right for all people with legal recourse for the protection of that right. Aquatic program leadership may now mainstream either because they feel a moral obligation to provide such service or because they legally must in order to prevent litigation against them and their agencies for failing to meet the law of the land. Either way mainstreaming is here.

May I legally build a pool only for the handicapped?

Legislation responsive to various values and social norms was born in the affluence of the 1960's, stimulated most by civil rights activists pursuing the constitutional rights of racial minorities. The concept was nurtured and grew in an environment where the majority of the nation was experiencing new affluence and comfort in their environment and consequently felt relatively freer to say "yes, since I am more comfortable I support others achieving a similar status". However, a strong distinction remains between doing something because you feel it's right versus doing something because you have to.

Each person, and particularly individuals in positions of leadership, must face the consequences of this choice. The moral value system based on perceived human rights for all individuals produces a totally different set of consequences from a legislated value system. To violate a moral values system concerning human rights produces a far different outcome than the violation of the law. The distinction pervades many aspects of society even though in the final analysis both the moral and legal value systems are frequently based on common grounds.

> *The construction of a new facility must be based on a design assuring access for all people. If I design to assure wheelchair accessibility, but fail to include adequate modifications for those requiring extra warm pool temperatures, am I in violation of the federal mandate?*

Present legislation, particularly 94-142 and 504, has far reaching impact for virtually all programs including aquatic programs. Such legislation says "you shall" not "you should". The "shall" aspect of legislation places considerable pressure on program leadership to do not just the best job possible, but also the "legally correct" job. Hence, program development occurs not only with the expertise of program professionals, but also in consultation with and by direction of the legal interpreters of our society - the lawyers and courts. The impact is far reaching including not only the types of program delivered by an agency but also the facility, its accessibility and functional use by all people.

An unfortunate by-product of this process has been our inability to cope with the emotional overtones of the issues. Our desire to do right may be immobilized by fear of legal recourse if we do wrong. We begin to doubt our judgment of the need for a specialized program for a group of handicapped persons, even though we know their eventual integration will be greatly enhanced by the segregated experience. Our willingness to take risks for innovative programs is overcome by a conservatism for the status quo. We may become ambivalent about when, how or where to act on our professional expertise.

We have learned to live with the consequences of making an error in programming. We must now learn to live with the risk of legal consequences for that error. To do less is an error with which we can't learn to live.

Planning For The Individual

The present movement to develop individual program plans is strong and increasing in strength. A specialized example of individualized program development is the individual educational plan required by P. L. 94-142. Specific requirements are identified to assure that sufficient consideration is given to individuals, their need and their opportunities for growth.

Individual program planning, or the development of any individualized service, has been a recognized need for many years. The problem which arises is either insufficiently defined needs and/or insufficient amounts of resource to address those needs. Unfortunately, little has been done to assure a better needs assessment process and/or additional resource to address the needs which have been identified. The individual aquatic program leader may therefore find considerable difficulty in meeting the variety of requirements inherent to the process of developing individualized plans.

> *If I develop an individualized program for a handicapped person, am I obligated morally and/or legally to do exactly the same for a "normal" person?*

Local programs, particularly community based programs, face considerable problems in developing individualized programs which are also coordinated with other services and plans developed by other agencies. For example an individual educational plan (IEP) developed for an individual within a school system may bear no relationship on an individualized program plan developed by a community agency. In many cases the two agencies may not communicate regarding the needs of the individual or services which are being provided. The end result obviously is bad planning on behalf of the individual even though legal and program requirements have been met.

> *If I fail to develop an appropriate individualized program plan for an individual, but instead develop an overall plan for a group, what are the basic shortcomings of this approach?*

While the process of needs identification and assessment remains the single biggest problem in developing an individualized program plan, a second major difficulty occurs in the difficulty in developing goals and objectives in measurable terms. The end product becomes a plan which lacks clear direction and a process by which the growth of an individual can be measured. In such cases the entire meaning of the process comes under question, with frequent and serious consideration by program professionals to returning to a less sophisticated state of providing the best with what they've got.

Logical approach used by many responsible leaders is the utilization of a canned methodology which meets the accountability requirements for the major funding sources. Such pre-devised systems frequently lack the flexibility and capacity for adaption to either individual or community conditions. Considerable difference exists among needs, individuals, values and resources between a large urban area and a small community. Similarly, a college town brings totally different resources to bear on the problem than a similar size community without the additional expertise and involvement of the professional educator.

> *Does the federal mandate override the existing community mandate for the delivery of appropriate services? If so, how? If not, what is the liability?*

Project PAM supports planning, first at the program level and then at the individual level. Most importantly, the planning must include a management plan to assure that implementation occurs on a timely and accurate basis.

Aquatic Mainstreaming: A Look at Teaching

The appropriateness and applicability of pre-service education has been extensively researched, reviewed and discussed. There is, in fact, no greater, and possibly better, critic for the pre-service preparation programs than the first year teacher. As administrators, we are frequently confronted with the various dilemmas resulting from pre-service education as new staff are required to sort their education and training into practical program approaches in aquatics.

> *Are our current teaching methods applicable to mainstreaming in general and aquatic mainstreaming specifically?*

Let's face it, aquatics is not a high priority pre-service educational component in the majority of curricula. Very few programs exist for the preparation of aquatics specialists as a primary content area. Even fewer programs provide further specialized training in the area of aquatics for the handicapped. What now are the prospects for quality pre-service education in the area of aquatics mainstreaming considering the track record in the more generalized aquatics area?

The growth of programs and programmatic emphasis on services to the handicapped has generally been dealt with at the pre-service level by adding a unit within a course on the specific subject matter. For example, in a life saving course, a unit may be provided on special consideration for applying life saving techniques with respect to various handicapped conditions. In other areas such as course work on competitive programs, a specialized unit on competitive programs for the handicapped is rarely observed.

> *Are we generating sufficient research to provide continual professional update for our teachers of teachers?*

While strides have been made in improving the quality and quantity of pre-service training in aquatics, we continue to find a shortage of trained professionals who are skilled in working with the handicapped in aquatic settings. The majority of teaching has occurred at the in-service level for individuals who because of special interest or conditions, have pursued this specialized program. It has been directed at the agency swimming pool, focusing upon the developing of swimming skills for the handicapped. The in-service training which has been available has frequently been limited to major metropolitan areas, universities and colleges and special one-time only institutes. To pursue a balanced in-service training program has been a test of personal will and strength for the interested professional.

> *Do you have access to experts in aquatic mainstreaming and do you use them?*

Aquatic mainstreaming is a priority. As our society continues to address the needs of more minorities, the aquatics medium will increase in importance as an equalizing environment. Your programs will have increasing need for well trained personnel from high quality, competency based programs. Let's do it now!

The Mainstreaming Progression

Looked at your mainstreaming philosophy lately? Is mainstreaming a process . . . a goal . . . . and end product? Are you a "yesterday we didn't, but today we are" mainstreamer? How about a close look in the mirror?

PAM believes that:
(1) Mainstreaming is a process, reflected by an action verb, not a noun;
(2) Even a totally segregated activity may be part of the mainstream action, provided that it is part of a process to help an individual participate more fully in society;
(3) Mainstreaming is a right which we may not violate, but which an individual may choose not to exercise; and
(4) Mainstreaming is a progression of opportunities to help all individuals, whatever their functional ability may be.

The first step in the mainstream progression may be a totally segregated therapy program for a stroke victim ... or competition on a swim team for a previously excluded youngster. The first step may be your opportunity to provide, or may belong to another. The first step is theirs, not yours.

This section continues a critical look at mainstreaming by suggesting a progression of opportunities which must be accessible to all. Each step in the progression must (a) have an identified entry point (physically and emotionally accessible) and (b) logically prepare an individual for the next step. The right of choice by an individual is important throughout the progression.

Therapy Programs

If the goal of therapy is to assist an individual to be able *to function on their own, then an aquatic therapy program may be the most mainstreamed program in existence.*

The entry point for many individuals into the mainstreaming progression is the aquatic therapy program. The diversity within available aquatic therapy programs is considerable, and in many ways less coordinated than other areas of aquatic mainstream programs. In many instances the aquatic therapy program is viewed not as an aquatics program but a therapy program. Within the therapy field one therapeutic approach is frequently isolated and downgraded by disciples of other therapy approaches.

Of primary importance to the therapy based aquatics program is on what basis the activity is considered to be therapeutic. The occupational therapist may choose one direction, the physical therapist another, and the recreational therapist yet another. Unfortunately, in the competition for funds and/or clients, the mainstreamed progression is frequently forgotten or ignored; the result being the isolation of the program and the individual from the mainstream in favor of successful therapy."

Aquatics specialists in non-therapy areas frequently view the aquatic therapy program as not part of the mainstream. This view focuses on the existence of therapy programs providing service to similar handicapping conditions and frequently in isolated settings. By ignoring the mainstreaming progression at this level, the non-therapy providers essentially insure a block to effective mainstreaming of individuals starting in the mainstream progression.

Do aquatic therapy programs in your community "dead-end" the participant or form the first link in the aquatic mainstream chain?

Good aquatic therapy programs may provide the only accessible entry point into the mainstream for many persons. It is essential that this level of resource be coordinated with the remainder of the mainstream progression.

Exercise Programs

The concept of exercise has and continues to undergo considerable change in present day society. Its status has increased, as has its value level to society. Exercise has become a way of life rather than something that was left in the high school gymnasium. Aquatics exercise programs have established a place in the field.

Is it philosophically acceptable to provide a totally segregated exercise program as part of your aquatic mainstreaming activity?

Exercise for the average person may be a naturally segregated event. Frequently initiated in the absence of any formal individual exercise activity, it may be necessary to start with a group of individuals who are more similar than dissimilar. A degree of comfort and consequently motivation to pursue may only be achieved in a segregated (non-mainstreamed) setting.

Is it possible to provide for multiple referral points in your community for your aquatic exercise program?

The aquatic medium, with its "equalizing effect", may be one of the few areas where mainstreaming can occur effectively with diverse groups of individuals. The aquatic exercise program allows for considerable variation and individual differences leading to improved potentials for mainstreaming.

Aquatic Programs

If your agency has an aquatic program, the chances are it is a swimming program. We have become enchanted with swimming, frequently to the exclusion of other aquatic program potential and/or other uses of our pools. Administrators and program planners are easily caught up in the "numbers game" of how many were taught to swim, number of WSI's turned out, and/or number of hours the pool is available for swimming.

What percentage of time is your pool available for aquatic programs other than swimming?

Aquatic skills for many persons involve swimming, but not for everyone. The bottom line for everyone is a basic level of water safety. Water safety for the ... fisherman ... boater ... camper ... desert dweller ... Arctic dweller ... street person ... swimmer ... non-swimmer. Right! If you are going to swim, you are going to learn water safety, but our water safety needs are much greater than this.

Water orientation frequently suffers from this same narrowness of thinking and program planning. In fact, water orientation may best occur in settings away from the swimming pool. The potential as well as the danger of water can be explored in a variety of ways before the swimming pool environment is entered.

Do you teach a progression of aquatic skills that do not require an individual to work through the swimming skill progression?

One of the most frustrating experiences for many persons (handicapped or not) is the limited training opportunities in swimming. Faced with repeating beginning swimming several times, it's easier to just forget it. The use of basic skill related program units provides flexibility of programming for all persons, and adds depth to the mainstream potential of your aquatic program.

As you plan for your aquatic program future, consider the non-swimming aquatic needs of your community. The non-swimmer boater. Lifesaving for the non-swimmer. Water skiing classes in the pool. Water safety for local aquatic conditions. The aquatic mainstream may become an exciting place for individuals you never knew before!

Recreation/Leisure Program

Recreation and leisure aquatics is the delta area of the mainstreaming progression. When an individual is able to incorporate aquatics into their recreation and leisure time activities because of your mainstreaming efforts, you've made the difference. You may also be able to evaluate weaknesses in your program by investigating why an individual cannot sustain meaningful aquatic activity at this level.

> *Do you routinely provide segregated recreation time in your pool without evaluating it in relation to the mainstreaming progression?*

While it is necessary for us to teach recreation skills as well as aquatic skills, we cannot afford to exclude this from the mainstreaming goal. For most persons (no matter what the handicapping condition) recreational aquatics should be programmatically supported only (a) initially and/or under new circumstances or situations or (b) in specific ways and in response to special conditions. It is essential that we develop the capacity to support independence, as well as learning to "let go" as it is achieved.

The mainstreaming progressions is where it's at!

MAINSTREAMING YOUR AQUATICS PROGRAM

Grace Demmery Reynolds

The concept of mainstreaming individuals is not only ethically sound but has been mandated in recent legislation passed by the United States Congress. This process whereby individuals interact with each other to experience growth and satisfaction, regardless of age, sex, creed, or ability, consistent with safety, involved the building of skills on the part of those with special needs as well as the mutual acceptance of both "special" and "normal" populations as individuals.

Aquatic activities are ideally suited for mainstreaming. Presently a large number of individuals from both "special" and "normal" populations participate in water activities. Swimming activities are not only fun but they present graded series of challenges, are physically and mentally beneficial and provide opportunities for socialization. In addition to regular program areas there are other more sophisticated aquatic activities in which to participate as skill development allows. These include such areas as water safety, angling, canoeing, boating, synchronized swimming, water skiing, skin and scuba diving - the list can go on.

Successful mainstreaming requires a highly complex educational effort. It is not an immediate product but part of a process with both short and long term potentials for improving the quality of life for "normal" and "special populations.

The Project Aquatics Mainstreaming project was planned as a vehicle to bring the benefits of aquatic experiences to all individuals. The project is funded by the Bureau of Education for the Handicapped of the Department of Health, Education and Welfare with the sponsoring agency for the first two years being the Young Men's Christian Association of Southwest Washington, Longview, Washington, and the third year by the National Council of YMCA's. The goals of the Project are:

1. To contribute to the growth and development of handicapped children and youth by providing interdisciplinary training or retraining for experienced aquatic personnel in using mainstreaming techniques which will enhance their expertise in achieving integration of normal and handicapped individuals (special populations) in aquatic programs.
2. To provide specialized training and retraining to leadership personnel (educators, administrators, program directors, interested parents and others) which will increase their abilities to act as innovators and motivators for aquatic mainstreaming.
3. To study and develop a continuum model of mainstreaming through retraining leadership in aquatic programs.
4. To develop, edit, and disseminate materials prepared as a result of field testing new training methods.

Project Aquatics Mainstreaming operates by staging regional and national leadership training workshops for participants who agree to attempt to initiate and implement programs which match the peculiar needs of their home communities. Participants in the workshop are selected from applicants on the basis of experience and demonstrated expertise in teaching aquatics and leadership and organizational ability.

Before a community agency can establish a mainstreaming program, certain significant factors must be considered:

1. Are the necessary resources available? The person starting to mainstream must have the needed skills to do so or else have access to the training needed to acquire them.
2. Is there a process to maintain the necessary liaison contacts, information exchange and the like?
3. Do consumers (participants) of both regular and adaptive programs understand mainstreaming and its goals?
4. Does the community know what the purpose of the program is? A good public relations program is vital.
5. Is there good fiscal planning from the start?
6. Is there good communications between staff and directors? The objective of the problem must be explained in terms easily understood.
7. Were attitudes identified and responded to from the beginning?

Most of the above are self-explanatory. However, attitude problems which may cause great concern must be dealt with effectively from the start. The sources of the problems must be discovered and identified as internal or external.

Internal problems include those involving staff members, resource people and perhaps administration, and may be difficult to isolate. Staff members may not be working as a team to implement successfully the goals. There may be questions or reservations about the program which people do not discuss comfortably. Perhaps the detractors have instilled doubts or fears. Perhaps the level of idealism with which the program started is being lost. The supporting resources may have changed their feelings toward the programs. It is important that the director identify these indicators of change and deal with them quickly and positively as they become obvious.

External attitude problems are more easily identified. These relate to interactions and relations between the program and affected elements of the community, including parents and participants.

It is necessary to maintain objectivity when faced with community criticism. Some negative reactions may be valid and justified and modification of the program to incorporate indicated improvements should be initiated as quickly as possible. Other criticism can best be countered by means of well planned and coordinated public relations. Good communications with all those involved can show what the potential or real problems are.

Changing attitudes may be difficult but it can be done. If the problem can be identified and defined in terms which both sides understand, then realistic solutions could be listed and looked at in relationship to available resources. Thus it would be possible to modify the activity to meet the need.

Rather than making abrupt changes a more subtle approach might be more effective. Attitudes tend to change as a normal way of life. As people become more understanding of the program goals, they may gradually see the value of the activity. If there is a negative response to a mainstreaming program by the family members, including parents, it might be well to find a neutral ground where the program administrators and parents can talk together -- perhaps with a good consultant present.

Mainstreaming has become everyone's business. Whether you're dealing with "the least restrictive alternative" or mandates for "integrated programs", you're facing a challenge. Just as awareness is developing on programming for special populations, we are into the next refinement -- good programs for everyone -- together!

Aquatics is the sensible medium. The equalizing effect of working in water is recognized. Motor and skill development, coordination and exercise are only a few areas that are known to be effectively addressed in aquatic programs.

It would be naive to expect that the limited life and scope of Project Aquatics Mainstreaming will result in either the optimum model or the training of sufficient individuals to insure that aquatics mainstreaming will become a reality throughout the nation within the near future. It does, however, hold the potential of serving as the guide and inspiration for communities to begin the initiation and implementation of local programs. Aquatics mainstreaming is an effective opening wedge toward establishing mutual acceptance of individuals in all areas of social activity.

Aquatics mainstreaming -- it's a natural!

Values Inquiry and Development

Related Theory and Information

Definitions

Values: basic beliefs about what is good or ought to be that serve as guidelines to decision-making and actions.

Terminal values: basic beliefs about what ends in life are desirable, i.e., criteria about what goals or outcomes are good or ought to be.

Instrumental values: basic beliefs about what means of attaining the ends are most desirable, i.e., criteria about what methods, strategies, etc., are good and should be used.

Valuing: the process of developing values, of becoming conscious of them and utilizing them as criteria in making decisions and carrying out action.

Simon Valuing Process

1. Are you proud of (do you prize or cherish) your position?
2. Have you publicly affirmed your position?
3. Have you chosen your position from alternatives?
4. Have you chosen your position after thoughtful consideration of the pros and cons and consequences?
5. Have you chosen your position freely?
6. Have you acted on or done anything about your beliefs?
7. Have you acted with repetition, pattern or consistency on this issue?

Stages of Reasoning

One theoretical framework that is helpful in understanding value formation and moral reasoning is that of Lawrence Kohlberg. His framework involves seven stages of reasoning briefly summarized here:

Level 0 - pain and pleasure
(What hurts is bad ... what feels good is good.)

Level 1 - unquestioned authority
(The child equates the parent's concept of good and bad to him/herself.)

Level 2 - needs and desires
(The child's first realization that he/she can make up his/her own mind on good or bad.)

Level 3 - consideration
(The child begins to place him/herself in the other person's shoes in the particular situation.)

Level 4 - law and order
(Duty to community and what the community considers right and wrong.)

Level 5 - social contract
(Sharing in the responsibility and privileges of the community and in the ability to change the community.)

Level 6 - universal principles
(Decisions of conscience are in accord with the total environment.)

Kohlbert's work indicates that everyone moves through these stages in the order presented. No one skips a stage. The movement is gradual but two keys to movement are:

1. First, the person must become dissatisfied with his or her present level of reasoning, i.e., become dissatisfied with the reasoning given as to why he or she does a certain thing, and

2. secondly, in that state of dissatisfaction he or she must be exposed to the reasoning of one level above his or hers. (Reasoning more than one level above a person cannot be heard by that person, it goes over the head.)

Ideal Valuing Person

The ideal valuing person is one who:

- recognizes the value dimension of a problem
- accepts responsibility for his/her own value decision making
- identifies viable alternative solutions
- weighs the consequences of each solution
- examines the most promising solution in light of his/her already established system of values
- makes suitable use of other resources
- makes a choice and acts on it
- keeps him/herself open to future growth in value development and relates constructively to other people

Sources of Values

All of us have values, although we may not have thought through what they are or how they influence us. We acquired our values from different sources.

Authorities:	people and institutions whose wisdom and power we accept, e.g., parents, great leaders, philosophers, legal codes, religious doctrines, etc.
Reference Groups:	groups of people we look up to and identify with, e.g., teachers, church members, colleagues, peers, organizations, etc.
Experience:	reflections on what we ourselves have gone through or observed as happening to others.

Mick Johnson, Associate Director - Training
National YMCA Values Education Center

PROJECT AQUATICS MAINSTREAMING PROGRAM LEADERSHIP LISTS

Staff lists indicate the degree of interagency involvement as well as providing the reader with a reference list for key Project Aquatics Mainstreaming contact persons.

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